

Charlotte County Public Schools

The Academy



2016-17 Schoolwide Improvement Plan

The Academy

18300 COCHRAN BLVD, Port Charlotte, FL 33948

<http://yourcharlotteschools.net/acad>

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	No	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	31%

School Grades History

Year	2017-18
Grade	

**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 was approved by the Charlotte County School Board on 11/15/2016.

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

b. Provide the school's vision statement.

Student Success

2. School Environment

a. 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
- Bimonthly Student Assistance Team Meetings
- Every three weeks Student/Teacher one-on-one progress conferences
- Teacher data days
- Monthly student rallies and Pathway workshops
- Quarterly incentive based events celebrating student success
- "Grad Chats" with the student body to determine graduation status
- Teachers complete an online course on child abuse.

b. 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 monitoring ESE student progress
- "Grad Chats" with the student body to determine graduation status
- Teachers complete an online course on child abuse.

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.

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. Concerns about students and interventions, as well as parent conferences 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. 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.

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.

- 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 students need assistance
- Staff and students receive bully prevention 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.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

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 an SAT team member 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 a weekly basis 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 with the goal of improving attendance and academic success. 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 programs and services to assist students who are experiencing taxing personal and economic challenges.

The Academy rarely suspends a student; and if that does occur it is usually due to a major infraction to the student code of conduct, however students with multiple suspensions at The Academy are a priority. Parent conferences and meetings with principal and assistant principal are often held to identify infraction, to understand the root cause and to establish clear consequences for continued infractions. A proactive approach helps many students to improve character and personal responsibility with support.

The Academy also recognizes students 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 a program planner who organizes planning meetings for the members of their department. The program planner and teachers create activities to "unpack the standards" in their particular course and subject areas. Teachers are understand and align the standards to create lessons that are differentiated and individualized to improve student gains. 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 one-on-one instruction. The coach has developed energetic and engaging lessons to motivate and rejuvenate the students to refocus and work towards their personal gains.

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	14	5	9	28	41	99	
One or more suspensions	0	0	0	0	0	0	0	1	4	1	1	1	2	10	
Course failure in ELA or Math	0	0	0	0	0	0	0	2	0	3	5	9	25	44	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	19	5	14	24	50	112	

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	2	24	0	16	33	53	128	

c. 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 Focus, School Portal, USA Test Prep 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

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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/313851>.

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.

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

Annual visits to the Kiwanis and Rotary clubs another another way in which The Academy builds relationships in the community. The e 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. The umbrella of this relationship is expanding beyond the mall program to include The Academy campus classrooms as well.

Each quarter, The Academy holds a Title I family night for students and their families. With attendance reaching over 100 attendees The Academy is able to bring in community businesses and agencies to provide information to our students and their families. Family nights are a huge success as information sharing and establishing relationships is best done face to face. Job leads, financial assistance, medical assistance, family counseling, and higher educations resources are various ways families are provided support.

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
Ham, Jack	Principal
Guzzo, Tony	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.

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

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 Academy is the alternative high school that provides a variety of programs that address the needs of at risk students in Charlotte County Public Schools. School administration divides and facilitates leadership equally among The Academy and its' varied programs. Teacher evaluations are divided between the principal or assistant principal for the school year. Administration working with program planners are able to address personnel, instructional, curricular, and student needs. Department and program planner meeting agendas include 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 submitted to 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 our Title I grant. Other funds will be provided through the principal's discretionary funds, fundraising, or other sources as needed.

The Principal of The Academy, Jack Ham is responsible for the overall school budget. He meets with Ms. Rash, the confidential secretary, weekly to oversee the expenditures within the school budget. The school's Partnership and Performance Committee (PPC) meets on a monthly basis to review the school's budget and the use of funds for school based needs. Staff needs can also be identified during staff meetings, through the department's program planner and department meetings. Any needs, resources, or issues are addressed and solved based on the highest and best need.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tammi Harvey, Chair	Teacher
Chris Stephenson, Title I Family Associate	Education Support Employee
Jack Ham, Principal	Principal
Tony Guzzo, Assistant Principal	Education Support Employee
Bill Haas	Parent
Beth Haas	Parent
Javian Davis	Student
Michaela Katzman	Student
Tami Pendergrass	Student
Dakota Wright	Student

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

As a committee we looked at last year's SIP and discussed our goals for the 2015-16 school year. The SAC committee agreed that the pathways program implemented was a success. The goal of exposing 100% of our students to the pathways program was met. Through Title I family nights, student rallies, guidance, and our pathway liaisons every student was provided the opportunity to learn about their post-secondary options.

The committee wants to continue with expanding how we educate all students on making the jump from high school to their post-secondary options.

b. Development of this school improvement plan

School goals were discussed at the first SAC meeting for the 2016-17 school year. This year the district provided The Academy with two goals, increase high school graduation rate and lower middle school retention rate. The committee decided it would be best that we include these goals in this year's SIP.

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

The SAC committee will meet with the principal to discuss the details the annual budget and the SIP plan for the school year. For the school 2016-17 Title 1 funds will be used school improvement. The current budget is \$19,314.00.

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

Specific district school improvement funding was not allocated in the prior school 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.

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.

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
Ham, Jack	Principal
Guzzo, Tony	Assistant Principal
Meyer, Laura	Teacher, K-12

b. Duties

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

The Language Arts Department meet in a collaborative setting to discuss the promotion of literacy throughout the school. Topics range from FSA, ELA testing, USA Test Prep progress monitoring, standards based instruction, differentiated instruction, effective use of the media center, ACT prep, book clubs, how to implement literacy other other content areas, and other opportunities to implement literacy at The Academy.

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.

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

Pathways Program

2. 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 obtain in field certification before the end of the school year. School administration guides the teachers to seek district and school support to understand and 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.

3. 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. 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. These learning opportunities allow new teachers to slowly and effectively gain a better understanding of how they are evaluated. Also, The Academy encourages new teachers to utilize our PBS or Positive Behavior System that provides school wide incentives and recognition for a student's good behavior. New teachers are provided access to many resources related to course standards, curriculum, lesson planning and instruction strategies along with guidance and advice from their peer teacher. Additional coaching and mentoring occurs within each department directed by the program planner.

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.

Each department this year has been required to align their instruction with the standards in CPALMS. Based on the course teachers are challenged to create pacing based on a block schedule system, which is substantially different than those provided by the district. Teachers align lessons with textbooks and supplemental materials to the standards in their daily lessons-with an emphasis of posting and informing students of the daily learning goal based on course standards.

To further ensure that the instruction at The Academy is matching the Florida standards each department meets to discuss their courses and the pacing of their curriculum. District curriculum and Instruction specialists meet with our teachers as needed to provide resources and the necessary guidance to ensure we using our textbooks and resources effectively with our special pacing needs.

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.

- school organizes by department to examine progress monitoring, testing and EOC results for establishing student needs
- departments utilize paraprofessionals in small group/individual settings based on needs determined by data/test results

- students are tutored in small group setting to enhance test-taking skills
- school wide emphasis on cross-curricular materials and instruction to enhance instruction in skills needed on assessments
- students offered practice on multiple testing platforms, including USA Test Prep, PERT, and ACT
- Staff uses resources like School Portal to examine student data
- SAT meetings are focused on using grade and attendance data to identify concerns and provide 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: 2,800

Classes are provided in a block schedule and are 85 minutes, which allows students time to practice with guided instruction. Both Math and ELA departments hold quarterly enrichment camps after the school day to provide test prep and additional instruction. Students are identified continuously for special remediation, enrichment, and test preparation for FSA, Algebra I EOC's, NGSSS Algebra I, as well the PERT and ACT.

Strategy Rationale

To provide enhanced instruction and remediation to students so they can successfully complete their state assessments required 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 FS's, Algebra I EOC, other EOCs and PERT test
USA Test Prep data is also utilized to measure student growth throughout the year.

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. Â§ 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.

The Academy has several levels of drop out prevention programs that address the needs of at risk students. One cohort of students come from other district middle schools to PASS. These students are seeking to complete middle school requirements and move into high school. Our PASS program is an alternative opportunity that allows qualified students to complete middle school and even dual enroll into some high school courses. The transition into high school involves moving from PASS to the Academy is overseen by the same administration and guidance counseling.

Another cohort of students transition from the Academy to the Career Quest program at the mall when they have acquired employment that interferes with a normal school day and who may need to

obtain a performance based diploma as opposed to a standard credit based diploma. And a special strategy utilized by the district relates to the students in our suspension expulsion program called SEA. Students, ranging from sixth graders to twelfth graders can earn their way out of this program and transition back to their middle school, their high school or in the PASS or high school program at The Academy, All students at the Academy are provided the opportunity to choose a Pathway-a goal for their future following high school graduation. The four pathways are: College, Military, Workforce, and Technical School. Resources and information, including field trips, are provided to students to raise awareness on continued education following graduation.

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.

Instructing and the monitoring of student proficiencies in math and language arts at a college and career readiness level are essential to ensure students can enter the work place or high education with success. The Pathways program is one effort to ensure students know what will be required to accomplish their goals. Supplemental support in reaching out to community agencies include a working relationship with Career Source- a job placement agency, Charlotte Technical College-a training center, local military recruiters for preparation for ASVAB, Florida SouthWestern State College and State College of Florida for field trips and admissions counseling, the Charlotte County Chamber of Commerce and various businesses for our bi-annual Job Fair and the Simon Foundation-college scholarships.

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

The Academy is located on the campus of the Charlotte Technical College which offers students an opportunity to dual enroll in a wide variety of vocational and technical programs offering industry certifications. Those programs include automotive, nursing, early childhood education, criminal justice, digital gaming, culinary, and carpentry.

3. 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 College (CTC) has developed an opportunity for all of our middle school students in the PASS program take a course at CTC. The students have 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 complete the CTC course and earn an 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 a guidance counselor and/or the CTC career and tech specialists to discuss admission.

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.

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

- Using instruction time efficiently (bell to bell)
- Using processes and procedures to reduce interruptions to learning
- Extending options for learning via digital resources to supplement in areas of needed improvement or emphasis. Some examples include Khan Academy in Math, Edgenuity, CVS, FLVS and USA Test Prep for all core area subjects.

-Academy students are encouraged to register for the PERT and/or ACT. We can provide study materials in both Math & ELA for supplemental testing opportunities. Financial assistance is provided through vouchers for those eligible. We also have computers available to assist with registration.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.
- G2.** The goal for The Academy in the 2016-17 school year is to increase the district's overall graduation rate.
- G3.** The Academy will lower the retention rates for middle school students in Charlotte County Public Schools.

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. 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

G086253

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	70.0
Postsecondary Enrollments	50.0

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.

Resources Available to Help Reduce or Eliminate the Barriers 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

G2. The goal for The Academy in the 2016-17 school year is to increase the district's overall graduation rate. 1a

G086254

Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	190.0

Targeted Barriers to Achieving the Goal 3

- Retrieving and interviewing any student who has dropped out or is considering dropping out of high school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Through the collaborate efforts of the high school social workers and The Academy staff we will work to identify all potential dropouts and work to get them an interview to continue their education at The Academy.
- Every student who applies receives an interview to attend The Academy or one of the programs offered at The Academy. During the interview students are provided academic guidance and are given a timeline of their potential graduation date. The Academy's 4x4 block schedule allows students to earn two core academic years within one.

Plan to Monitor Progress Toward G2. 8

The Academy will analyze the students who come into The Academy and graduate with their correct cohort group.

Person Responsible

Jack Ham

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Students who have successfully earned their high school diploma.

G3. The Academy will lower the retention rates for middle school students in Charlotte County Public Schools. 1a

G086255

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- The PASS program can only accommodate 44 middle school students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Through the collaborate efforts of the middle school social workers and The Academy staff we will work to identify all potential middle school students who are one or more grade levels behind in their correct cohort.

Plan to Monitor Progress Toward G3. 8

The PASS program will analyze the number of students who started the program at the beginning of the school year and successfully completed their middle school requirements and have moved onto high school.

Person Responsible

Jack Ham

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Students who have transitioned to high school by either the 2nd semester of the 2016-17 school year or who will start their freshmen year at the beginning of the 2017-18 school year.

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**

 **G086253**

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**

 **B229161**

G1.B1.S1 The Academy is implementing what we will call Pathway rallies. Students will attend biweekly school rallies to gain knowledge and understanding of their post-secondary options. They will also create a resume, complete a job application, interview protocol, and receive career exploration information. **4**

 **S241652**

Strategy Rationale

Exposing students to "real life" skills will help them make an educated choice when moving towards their post-secondary choice. Giving students the develop employability skills will better prepare them for success after high school.

Action Step 1 **5**

Create and develop a Pathway rally schedule to allow students to develop a professional portfolio.

Person Responsible

Laura Meyer

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Number of students who successfully enrolled in a post-secondary option.

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

Use exit surveys for Academy graduates to collect the data needed to identify those who have moved onto a post-secondary pathway.

Person Responsible

Laura Meyer

Schedule

On 5/26/2017

Evidence of Completion

Graduate surveys.

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

Person Responsible

Schedule

Evidence of Completion

G2. The goal for The Academy in the 2016-17 school year is to increase the district's overall graduation rate.

1

 G086254

G2.B1 Retrieving and interviewing any student who has dropped out or is considering dropping out of high school. 2

 B229164

G2.B1.S1 The Academy will create a committee of high school social workers and administrators to develop a consistent and process to best identify candidates for The Academy. 4

 S241655

Strategy Rationale

Developing a fair and consistent approach to identifying students who will succeed at The Academy will support more students successfully graduating from high school. More students who are successful and who graduate opens more slots for additional students to attend The Academy and graduate in a timely manner.

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #1
Complete one or more action steps for this Strategy or de-select it

G3. The Academy will lower the retention rates for middle school students in Charlotte County Public Schools.

1

 G086255

G3.B1 The PASS program can only accommodate 44 middle school students. 2

 B229166

G3.B1.S1 The Academy looks to create a committee of middle school social workers and administration to develop a selection process to identify the students who would be be served in the program. 4






 S241656

Strategy Rationale

The goal is t establish a consistent and fair selection process to best identify the students who will be successful in the PASS program.

Action Step(s) Missing for Goal #3, Barrier #1, Strategy #1
Complete one or more action steps for this Strategy or de-select it

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.B1.S1.MA1  M322343	[no content entered]		No Start Date		No End Date one-time
G2.MA1  M322345	The Academy will analyze the students who come into The Academy and graduate with their correct...	Ham, Jack	8/10/2016	Students who have successfully earned their high school diploma.	5/26/2017 semiannually
G3.MA1  M322346	The PASS program will analyze the number of students who started the program at the beginning of...	Ham, Jack	8/10/2016	Students who have transitioned to high school by either the 2nd semester of the 2016-17 school year or who will start their freshmen year at the beginning of the 2017-18 school year.	5/26/2017 semiannually
G1.B1.S1.MA1  M322344	Use exit surveys for Academy graduates to collect the data needed to identify those who have moved...	Meyer, Laura	12/21/2016	Graduate surveys.	5/26/2017 one-time
G1.B1.S1.A1  A312742	Create and develop a Pathway rally schedule to allow students to develop a professional portfolio.	Meyer, Laura	8/10/2016	Number of students who successfully enrolled in a post-secondary option.	5/26/2017 biweekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Create and develop a Pathway rally schedule to allow students to develop a professional portfolio.	\$0.00
Total:			\$0.00