

Polk County Public Schools

Real Academy (Reaching Every Adolescent Learner)



2016-17 Schoolwide Improvement Plan

Real Academy (Reaching Every Adolescent Learner)

951 MOUNT AIRY AVE, Lakeland, FL 33801

[no web address on file]

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)
Combination School 4-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	65%

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 is pending approval by the Polk 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 Real Academy (Reaching Every Adolescent Learner)

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.

The mission of the R.E.A.L. Academy is to provide REAL opportunities for academic success to all of our students.

b. Provide the school's vision statement.

The vision of the R.E.A.L. is to provide a safe and orderly educational environment in which students can utilize technology to successfully engage in accelerated learning opportunities through individual instruction, self-paced course progression, and computer based learning strategies.

2. School Environment

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

The R.E.A.L. Academy is a small program of approximately 325 students grades 4 - 10 divided fairly equally between three locations in the district. Classes are set at a ratio of approximately 15 to 1. Grades 4 & 5 remain with one teacher for core subjects during the day. Grades 6 - 10 have a separate English, Math, Science, and Social Studies teacher. All students have Physical Education and an elective for a six period day. The curriculum for the core subjects is online and scheduling is flexible. Teachers are expected to maintain regular contact with parents. There are two counselors for the program who are expected to meet regularly with students. An ESE Resource teacher maintains IEP's and sets conferences with parents as needed. Each location has a full time Assistant Principal who maintains communication with parents related to academics and behavioral issues. Home visits are made when needed, and students are continuously encouraged to communicate with the staff any problems that they may be encountering.

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

The R.E.A.L. Academy strives consistently to build positive relationships with students and parents that promotes their feeling comfortable to come to us with concerns and issues. When a problem is brought to us, it is our policy to handle it promptly and to communicate with parents to keep them informed of our actions related to issues that affect their children. Students are treated with dignity and respect, and they are consistently encouraged to treat each other with dignity and respect. Violent behavior is not tolerated. From a security standpoint, each site has precautions such as fencing, locks, and cameras in place. An emergency plan has been developed for our program.

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.

The behavior plan in place is primarily in-house using the three step system before any disciplinary action is taken. The school mirrors the PBS plan when it comes to rewarding students just at a smaller capacity than a traditional school.

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.

The R.E.A.L. Academy has 2 counselors and an ESE Resource teacher. Each counselor is assigned a site and the third location is divided equally between the two. Our ESE Resource teacher maintains IEP's, ensures that teachers are aware of IEP requirements for each student, and recommends ESE students for counseling as needed. We are in the process of appealing for a Mental Health Counselor for our program.

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 R.E.A.L. Academy administration and guidance counselors identify low attendance and poor academic indicators by consistently reviewing attendance and academic data. Staff uses the already in place student contract to place the student on probation if such data warrants it. A parent conference is set up immediately when students are placed on probation. The attendance procedures as outlined and required by the district are followed.

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	6	11	24	26	40	6	1	1	0	115	
One or more suspensions	0	0	0	0	7	14	29	31	46	7	1	1	0	136	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	12	30	50	47	94	18	1	0	0	252	

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	7	15	31	32	46	7	1	0	0	139	

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

- Parent involvement
- Meetings with counselors or social workers when needed
- Team support
- Tutoring opportunities
- Parent conferences

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/330486>.

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.

As part of the school program, community sponsorship is encouraged by asking for assistance with incentives. Continually engaging in local community events to help share the the mission and vision of our school in encouraged and promoted.

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
WILSON, JOHN	Principal
Gutierrez, Enrique	Assistant Principal
Livingston, Shawn	Assistant Principal
Ehrhart, Eric	School Counselor
Porter, Gwen	School Counselor
Rivera, Anel	Assistant Principal
Watford, Cheryl	Teacher, K-12
Enright, Jim	Teacher, K-12

b. Duties

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

The R.E.A.L. Academy is a new and unique program in Polk County Public Schools with its purpose being to give students grades 4 - 10 who are two or more years behind a chance to catch up by completing two years in one. The school leadership team meets twice a month to discuss the progress of the program. In addition, the administration meets one evening a month to discuss issues and concerns. With this being a multi-site program, it is not possible for the administration to meet

during the regular workday. Areas that are covered in our meetings include facilities, instruction/ curriculum, student services, community involvement, and student progress.

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 R.E.A.L. Academy uses an online program called Edgenuity for its curriculum. Student progress is measured by online tests embedded in Edgenuity as well as through progress monitoring utilizing FAIR and IBTP. Teachers have the flexibility of supplementing the Edgenuity curriculum with outside resources. With this being a program that is predominantly online, technology is big need and laptops for the students have been purchased through district funds, the school operating budget and through Title I funds. Title 1 funding is also used for instructional supplies, professional development, and after school tutoring.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
John Wilson	Principal
Enrique Gutierrez	Principal
Shawn Livingston	Principal
Anel Rivera	Principal
Cheryl Watford	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

N/A

b. Development of this school improvement plan

N/A

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

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

N/A

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

No

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
WILSON, JOHN	Principal
Trulson, Penny	Teacher, K-12
Livingston, Shawn	Assistant Principal

b. Duties

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

Title I coordinator, Cheryl Watford, will oversee the LLT and will work on promoting literacy within the school by creating a "site library". Each site will have a number of books to share with the students and donations are encouraged by local community members.

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.

The structure of the R.E.A.L. Academy at this time does not permit scheduling common planning periods which presents a challenge for collaboration. Each location has one elementary teacher, one secondary English teacher, one secondary Math teacher, one secondary Science teacher, and one secondary Social Studies teacher. To give teachers of the same subject areas an opportunity to meet and collaborate, a planning day for each subject area is being scheduled using our Title I funds.

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

Continued use of Journey's observations as well as classroom walk-throughs to ensure quality instruction is taking place. Effective accountable talk between the Principal and teachers when discussing areas of needs improvement. Using District wide professional development opportunities when needed due to limitation of on-site opportunities.

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

Teachers from other sites work together to enhance instructional delivery, effective assessments and classroom management concerns. Time is allotted for these teachers to visit other sites.

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.

The use of District curriculum maps and on-going progress monitoring embedded in the computer based program, Edgenuity, is used. Edgenuity is a condensed version of the Florida standards. It was developed with the goal of progressing a student at a faster rate while still aligning with the standards.

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.

The modified curriculum is designed to have a student complete a course within a semester. When a student shows an area of concern, the teacher is able to pull him/her individually or in a small group to work on the deficiency before moving forward.

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: After School Program

Minutes added to school year: 3,240

Two afternoons a week for 90 minutes each afternoon, students will be able to remain school to utilize school technology to continue working on their core academic subjects. A teacher will be present at a ratio of 1 to 8 to support and assist the students.

Strategy Rationale

Our online program, Edgenuity, can worked on from any location where a student has a computer and Internet access. However, many of our students do not have ready access to a computer or the Internet outside of school. This extended learning opportunity will give our students additional time online utilizing the school laptops and Internet service.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

WILSON, JOHN, john.wilson@polk-fl.net

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

The use of assessments throughout the computer based program.

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.

Students are a part of the R.E.A.L. Academy for the duration of the school year. The only transition could be with 8th graders at the semester. However, the site is still their home school while they begin High School credits.

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.

N/A

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

A technology elective is available for the students at each our locations. Career education is a part of this elective, and students in upper grade levels will have the opportunity to obtain Microsoft certifications.

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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.

The target population of the R.E.A.L. Academy is students who have fallen two or more years behind in school beginning with 4th grade and going up into high school. The purpose of the program is to give these students the opportunity through a self-paced curriculum to "catch up" to their class by being able to complete two years in one.

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.** The goal of the REAL Academy is to advance students to their Kindergarten cohort within a two year period.

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. The goal of the REAL Academy is to advance students to their Kindergarten cohort within a two year period. 1a

G087118

Targets Supported 1b

Indicator	Annual Target
Dropout Rate	70.0

Targeted Barriers to Achieving the Goal 3

- Parent Involvement/lack of assistance at home to support child's learning
- Rate of student pacing through the curriculum
- Teacher of knowledge of the online curriculum

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I funds
- Personnel
- Technology
- Automated call out system

Plan to Monitor Progress Toward G1. 8

Student progress reports from Edgenuity, our online program, will be used to determine progress toward our goal.

Person Responsible

JOHN WILSON

Schedule

Weekly, from 11/28/2016 to 5/31/2017

Evidence of Completion

Student progress reports from Edgenuity

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. The goal of the REAL Academy is to advance students to their Kindergarten cohort within a two year period. **1**

 G087118

G1.B1 Parent Involvement/lack of assistance at home to support child's learning **2**

 B231624

G1.B1.S1 Communication with families through a monthly newsletter. **4**

 S244332

Strategy Rationale

To increase parent engagement in the learning of their child. To provide resources and effective practices they can use at home.

Action Step 1 **5**

All students will be addressed with this strategy.

Person Responsible

JOHN WILSON

Schedule

Monthly, from 9/6/2016 to 6/5/2017

Evidence of Completion

Parent and staff feedback.

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

Provide funding and input to the staff member responsible for the newsletter. Meet regularly with staff member responsible.

Person Responsible

JOHN WILSON

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

A copy of each newsletter will be kept on file.

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

Successful implementation of this strategy will produce a monthly newsletter for parents and students.

Person Responsible

JOHN WILSON

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

A copy of each newsletter will be kept on file.

G1.B1.S2 Organize and schedule parent nights during the year **4**

 S244333

Strategy Rationale

Gives parents and teachers an opportunity to meet face to face.

Action Step 1 **5**

Parent nights will be held to acquaint parents with our program, inform them about the curriculum, and give them time to meet and talk to teachers.

Person Responsible

JOHN WILSON

Schedule

Semiannually, from 10/24/2016 to 3/30/2017

Evidence of Completion

Parent attendance and parent surveys.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

Meetings will be held with my Title I facilitator to ensure that parent nights are being scheduled according to our plan.

Person Responsible

JOHN WILSON

Schedule

Semiannually, from 10/24/2016 to 3/31/2017

Evidence of Completion

Records of parent attendance to parent night activities.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Funding will be provided for parent nights; Meetings will be held with our Title I facilitator to establish an agenda for parent nights.

Person Responsible

JOHN WILSON

Schedule

Semiannually, from 10/24/2016 to 3/31/2017

Evidence of Completion

Parent night agenda; Parent surveys from parent nights

G1.B1.S3 Implementation of system of regular phone calls from teachers to parents for the purpose of updating parents on student progress. 4

 S244334

Strategy Rationale

Paper reports of student progress distributed to students often don't make it home. Parents are frequently unaware of how students are progressing in this program.

Action Step 1 5

A system will be put into place in which students will be divided up among the teachers for phone calls to parents to keep them informed about student progress.

Person Responsible

JOHN WILSON

Schedule

Quarterly, from 10/10/2016 to 4/17/2017

Evidence of Completion

Teacher call logs.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

A schedule for parent phone calls will be developed and meetings will be held with teachers to ensure that calls are being made.

Person Responsible

Enrique Gutierrez

Schedule

Monthly, from 11/1/2016 to 5/31/2017

Evidence of Completion

Call logs will be collected from the teachers.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Meetings will be held by administrators with teachers to obtain updates on the implementation of this strategy. The office staff will work to ensure that teachers have correct phone numbers.

Person Responsible

Enrique Gutierrez

Schedule

Monthly, from 11/1/2016 to 5/31/2017

Evidence of Completion

Evidence will include logs from teachers of phone calls made to the parents of each student.

G1.B2 Rate of student pacing through the curriculum **2**

 B231625

G1.B2.S1 Extended learning time to be provided twice a week after school in 90 minute sessions. **4**

 S244335

Strategy Rationale

The pace of program can be overwhelming for the student therefore this provides extended time to assist in advancement. Also, this assists those students who do not have the technology to work from home.

Action Step 1 **5**

Time allotted for extended learning

Person Responsible

Enrique Gutierrez

Schedule

Biweekly, from 11/28/2016 to 3/31/2017

Evidence of Completion

Student attendance sheets; Teacher supplemental payroll forms.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

An administrator will be on site to observe and monitor the extended learning program.

Person Responsible

JOHN WILSON

Schedule

Biweekly, from 11/28/2016 to 3/31/2017

Evidence of Completion

Student attendance reports; Student progress data taken from Edgenuity

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Continual progress monitoring with parent communication

Person Responsible

JOHN WILSON

Schedule

Biweekly, from 11/28/2016 to 3/31/2017

Evidence of Completion

Student attendance reports; Teacher supplemental payroll reports; Administration observation

G1.B3 Teacher of knowledge of the online curriculum 2

 B231626

G1.B3.S1 Develop a professional development workshop to educate teachers new to the online program we are using about its features, the curriculum, and best practices for helping students successfully accelerate. 4

 S244337

Strategy Rationale

Many of the newer teachers are not familiar with Edgenuity, the online program we are using. This will give them the opportunity to interact with experienced teachers with a proven track record of success in using Edgenuity.

Action Step 1 5

Create a staff development workshop on the effective use of Edgenuity.

Person Responsible

JOHN WILSON

Schedule

On 1/20/2017

Evidence of Completion

Attendance records for the staff development and participant feedback.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Funding will be provided and meetings will be held with the teachers who are creating the staff development program.

Person Responsible

JOHN WILSON

Schedule

On 1/20/2017

Evidence of Completion

Evidence will be the creation and implementation of a staff development program.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Successful implementation of this strategy will produce a staff development program on the most effective strategies for the use of Edgenuity.

Person Responsible

Enrique Gutierrez

Schedule

On 1/20/2017

Evidence of Completion

Administrator observations of teachers will indicate if the strategies taught in the staff development are being implemented. Teacher feedback on the staff development through a survey will be collected.

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.B3.S1.MA1 M328360	Successful implementation of this strategy will produce a staff development program on the most...	Gutierrez, Enrique	11/28/2016	Administrator observations of teachers will indicate if the strategies taught in the staff development are being implemented. Teacher feedback on the staff development through a survey will be collected.	1/20/2017 one-time
G1.B3.S1.MA1 M328361	Funding will be provided and meetings will be held with the teachers who are creating the staff...	WILSON, JOHN	11/28/2016	Evidence will be the creation and implementation of a staff development program.	1/20/2017 one-time
G1.B3.S1.A1 A316391	Create a staff development workshop on the effective use of Edgenuity.	WILSON, JOHN	12/1/2016	Attendance records for the staff development and participant feedback.	1/20/2017 one-time
G1.B1.S2.A1 A316388	Parent nights will be held to acquaint parents with our program, inform them about the curriculum,...	WILSON, JOHN	10/24/2016	Parent attendance and parent surveys.	3/30/2017 semiannually
G1.B2.S1.MA1 M328358	Continual progress monitoring with parent communication	WILSON, JOHN	11/28/2016	Student attendance reports; Teacher supplemental payroll reports; Administration observation	3/31/2017 biweekly
G1.B2.S1.MA1 M328359	An administrator will be on site to observe and monitor the extended learning program.	WILSON, JOHN	11/28/2016	Student attendance reports; Student progress data taken from Edgenuity	3/31/2017 biweekly
G1.B2.S1.A1 A316390	Time allotted for extended learning	Gutierrez, Enrique	11/28/2016	Student attendance sheets; Teacher supplemental payroll forms.	3/31/2017 biweekly
G1.B1.S2.MA1 M328354	Funding will be provided for parent nights; Meetings will be held with our Title I facilitator to...	WILSON, JOHN	10/24/2016	Parent night agenda; Parent surveys from parent nights	3/31/2017 semiannually
G1.B1.S2.MA1 M328355	Meetings will be held with my Title I facilitator to ensure that parent nights are being scheduled...	WILSON, JOHN	10/24/2016	Records of parent attendance to parent night activities.	3/31/2017 semiannually
G1.B1.S3.A1 A316389	A system will be put into place in which students will be divided up among the teachers for phone...	WILSON, JOHN	10/10/2016	Teacher call logs.	4/17/2017 quarterly
G1.MA1 M328362	Student progress reports from Edgenuity, our online program, will be used to determine progress...	WILSON, JOHN	11/28/2016	Student progress reports from Edgenuity	5/31/2017 weekly
G1.B1.S1.MA1 M328352	Successful implementation of this strategy will produce a monthly newsletter for parents and...	WILSON, JOHN	9/6/2016	A copy of each newsletter will be kept on file.	5/31/2017 monthly
G1.B1.S1.MA1 M328353	Provide funding and input to the staff member responsible for the newsletter. Meet regularly with...	WILSON, JOHN	9/6/2016	A copy of each newsletter will be kept on file.	5/31/2017 monthly
G1.B1.S3.MA1 M328356	Meetings will be held by administrators with teachers to obtain updates on the implementation of...	Gutierrez, Enrique	11/1/2016	Evidence will include logs from teachers of phone calls made to the parents of each student.	5/31/2017 monthly
G1.B1.S3.MA1 M328357	A schedule for parent phone calls will be developed and meetings will be held with teachers to...	Gutierrez, Enrique	11/1/2016	Call logs will be collected from the teachers.	5/31/2017 monthly
G1.B1.S1.A1 A316387	All students will be addressed with this strategy.	WILSON, JOHN	9/6/2016	Parent and staff feedback.	6/5/2017 monthly

V. Professional Development Opportunities

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

G1. The goal of the REAL Academy is to advance students to their Kindergarten cohort within a two year period.

G1.B3 Teacher of knowledge of the online curriculum

G1.B3.S1 Develop a professional development workshop to educate teachers new to the online program we are using about its features, the curriculum, and best practices for helping students successfully accelerate.

PD Opportunity 1

Create a staff development workshop on the effective use of Edgenuity.

Facilitator

Penelope Trulson; Jane VanCamp

Participants

Core subject area teachers

Schedule

On 1/20/2017

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	All students will be addressed with this strategy.				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0921 - Real Academy	Title I, Part A		\$250.00
2	G1.B1.S2.A1	Parent nights will be held to acquaint parents with our program, inform them about the curriculum, and give them time to meet and talk to teachers.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0921 - Real Academy	Title I, Part A		\$500.00
3	G1.B1.S3.A1	A system will be put into place in which students will be divided up among the teachers for phone calls to parents to keep them informed about student progress.				\$0.00
4	G1.B2.S1.A1	Time allotted for extended learning				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0921 - Real Academy	Title I, Part A		\$5,000.00
5	G1.B3.S1.A1	Create a staff development workshop on the effective use of Edgenuity.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0921 - Real Academy	Title I, Part A		\$2,000.00
			Notes: Funding is for time spent creating the staff development program and for substitutes for teachers to attend the program.			
Total:						\$7,750.00