

Charlotte County Public Schools

The Academy



2018-19 Schoolwide Improvement Plan

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The Academy

18300 COCHRAN BLVD, Port Charlotte, FL 33948

<http://yourcharlotteschools.net/acad>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	33%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Charlotte County School Board on 10/9/2018.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

The Academy's vision is to help students graduate from high school prepared to transition into a post secondary pathway as a prepared citizen in our community.

School Leadership Team

Membership

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

Name	Title
Ham, Jack	Principal
Underhill, Eliot	Assistant Principal

Duties

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

Instructional leader to all subjects areas
Master Scheduling
Data Analysis
Professional Development Coordinator
Textbook Manager
Facilities
Activities
Student Discipline
Community advocacy committee
Finance and Budgeting
Crisis Management
Data Entry
Parent involvement
RTI/MTSS coordinators
PPC
PBIS
SAC
SAT
Supervise all drop out prevention programs

Early Warning Systems

Year 2017-18

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	1	5	16	20	33	21	22	118	
One or more suspensions	0	0	0	0	0	0	0	11	27	5	19	4	16	82	
Course failure in ELA or Math	0	0	0	0	0	0	2	3	18	11	20	15	18	87	
Level 1 on statewide assessment	0	0	0	0	0	0	2	6	34	44	43	24	89	242	

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	1	1	13	9	13	0	0	37

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0		
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected

Sunday 8/12/2018

Year 2016-17 - As Reported

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	

Year 2016-17 - Updated

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	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

8th grade ELA key ideas and details and integration of knowledge and ideas.

10th grade ELA integration of knowledge and ideas. This was not a trend for the 8th grade, but is a trend for the 10th grade.

All components of 8th grade math were the lowest. That is a trend.

Which data component showed the greatest decline from prior year?

The greatest decline from the previous year was 8th and 10th grade text-based writing.

8th grade math saw the biggest decline in functions and geometry.

Which data component had the biggest gap when compared to the state average?

For 8th grade ELA, the biggest gap was craft and structure. For 10th grade ELA, the biggest gap was key ideas and details. For 8th grade math, expressions and equations had the biggest gap.

Which data component showed the most improvement? Is this a trend?

In 8th grade, the most improvement was found in the language and editing component. This is not a trend. In 10th grade, the most improvement was found in craft and structure. This is not a trend.

Describe the actions or changes that led to the improvement in this area.

Increased collaboration in the language arts department, the use of a pacing guide, individualized instruction, as well as an increased focus on the testing components led to improvement in all grade levels.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	62%	56%	0%	58%	52%
ELA Learning Gains	0%	57%	53%	0%	50%	46%
ELA Lowest 25th Percentile	0%	47%	44%	0%	44%	38%
Math Achievement	0%	67%	51%	0%	51%	43%
Math Learning Gains	0%	59%	48%	0%	43%	39%
Math Lowest 25th Percentile	0%	57%	45%	0%	39%	38%
Science Achievement	0%	74%	67%	0%	70%	65%
Social Studies Achievement	0%	80%	71%	0%	80%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	1 (0)	5 (2)	16 (14)	20 (5)	33 (9)	21 (28)	22 (41)	118 (99)
One or more suspensions	0 (0)	11 (1)	27 (4)	5 (1)	19 (1)	4 (1)	16 (2)	82 (10)
Course failure in ELA or Math	2 (0)	3 (2)	18 (0)	11 (3)	20 (5)	15 (9)	18 (25)	87 (44)
Level 1 on statewide assessment	2 (0)	6 (0)	34 (19)	44 (5)	43 (14)	24 (24)	89 (50)	242 (112)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018					
	2017	0%	52%	-52%	52%	-52%
Cohort Comparison						
07	2018	0%	51%	-51%	51%	-51%
	2017	0%	45%	-45%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	7%	57%	-50%	58%	-51%
	2017	8%	52%	-44%	55%	-47%
Same Grade Comparison		-1%				
Cohort Comparison		7%				
09	2018	12%	53%	-41%	53%	-41%
	2017	5%	52%	-47%	52%	-47%
Same Grade Comparison		7%				
Cohort Comparison		4%				
10	2018	17%	53%	-36%	53%	-36%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	18%	54%	-36%	50%	-32%
Same Grade Comparison		-1%				
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018					
	2017	0%	51%	-51%	51%	-51%
Cohort Comparison						
07	2018	0%	64%	-64%	54%	-54%
	2017	0%	57%	-57%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	0%	45%	-45%	45%	-45%
	2017	16%	49%	-33%	46%	-30%
Same Grade Comparison		-16%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	0%	53%	-53%	50%	-50%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	23%	69%	-46%	65%	-42%
2017	34%	72%	-38%	63%	-29%
Compare		-11%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	78%	-78%	71%	-71%
2017	0%	75%	-75%	69%	-69%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	37%	75%	-38%	68%	-31%
2017	29%	72%	-43%	67%	-38%
Compare		8%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	5%	72%	-67%	62%	-57%
2017	7%	59%	-52%	60%	-53%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	9%	60%	-51%	56%	-47%
2017	7%	58%	-51%	53%	-46%
Compare		2%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Increase ELA learning gains in the lower 25%
Rationale	Learning gains in the lowest 25% need to occur in order for those students to be able to meet proficiency on state assessments for graduation eligibility.
Intended Outcome	The intended outcome is for 40% of our lowest 25% will make learning gains in ELA the 2018-19 school year.
Point Person	Jack Ham (jack.ham@yourcharlotteschools.net)
Action Step	
Description	<ul style="list-style-type: none"> -All staff will identify their students' performance in ELA from the previous school year -All staff provided PD on Focus and School Portal -Interventions put in place by student assistance team -Family dinner/engagement nights -Staff professional development on student engagement (Kagan structures) -Increased data analysis by programs/departments to target instruction (data days) -Effective use of progress monitoring (BOY/EOY assessments)
Person Responsible	Jack Ham (jack.ham@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
Description	Analysis of learning gains of middle and high school students on state assessments.
Person Responsible	Jack Ham (jack.ham@yourcharlotteschools.net)
Activity #2	
Title	Increase math learning gains in the lower 25%
Rationale	Learning gains in the lowest 25% need to occur in order for those students to be able to meet proficiency on state assessments for graduation eligibility.
Intended Outcome	The intended outcome is for 40% of our lowest 25% will make learning gains in math for the 2018-19 school year
Point Person	Jack Ham (jack.ham@yourcharlotteschools.net)
Action Step	
Description	<ul style="list-style-type: none"> -All staff will identify their students' performance in math from the previous school year -All staff provided PD on Focus and School Portal -Interventions put in place by student assistance team -Family dinner/engagement nights -Staff professional development on student engagement (Kagan structures) -Increased data analysis by programs/departments to target instruction (data days) -Effective use of progress monitoring (BOY/EOY assessments)
Person Responsible	Jack Ham (jack.ham@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
Description	Analysis of learning gains of middle and high school students on state assessments.
Person Responsible	Jack Ham (jack.ham@yourcharlotteschools.net)

Activity #3	
Title	Increase gains for students with disabilities
Rationale	None of our students with disabilities showed proficiency on state assessments. This was a 16% achievement gap compared to students without disabilities.
Intended Outcome	The number of students with disabilities will show learning gains to decrease the proficiency gap versus nondisabled students by 1/3.
Point Person	Jack Ham (jack.ham@yourcharlotteschools.net)
Action Step	
Description	<ul style="list-style-type: none"> -Ensuring that all staff members are aware of their students with disabilities - Ensure that all staff members have copies of the IEP for each student with disabilities in their class -Interventions put in place by student assistance team -Family dinner/engagement nights -Staff professional development on student engagement (Kagan structures) and effective instructional practices for students with disabilities -Increased data analysis by programs/departments to target instruction (data days) -Effective use of progress monitoring (BOY/EOY assessments) -Schoolwide PLCs and committees that focus on instruction and testing for subgroups
Person Responsible	Jack Ham (jack.ham@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
Description	Learning gains on state assessments for students with disabilities will be monitored.
Person Responsible	Jack Ham (jack.ham@yourcharlotteschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The Academy will be hosting quarterly family engagement nights throughout the school year. Each evening families will have the opportunity to connect with school staff, community colleges, Charlotte Vocational College, and other local agencies that will assist our students and their families be better prepared to graduate high school and transition into the post-secondary sector.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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. Collaborating with Charlotte Behavioral Health Center to provide small group therapy, intensive team therapy, and teen parent education.

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.

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.

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.

Part V: Budget

Total:

\$71,988.68