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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)	2017-18 Title I School	2017-18 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	67%

School Grades History

Year
Grade

School Board Approval

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

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.

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

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.

School Leadership Team

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
Rivera, Anel	Assistant Principal
Watford, Cheryl	Teacher, K-12
Enright, Jim	Teacher, K-12
Borders, Claudia	School Counselor
Caretta, Brenda	School Counselor
Frazier, Adrienne	Teacher, ESE
	School Counselor
Rosario, Junisa	Psychologist
Lenox, Pam	School Counselor

Duties

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 academically, 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.

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	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	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	0	0	0	0	0	0	0

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	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Tuesday 6/26/2018

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	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	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

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	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

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?

Poor student attendance has been an ongoing issue.

Which data component showed the greatest decline from prior year?

The program has not been in existence long enough to have much historical data for comparisons, but as a program that is designed for at risk students, attendance has been a consistent issue and challenge.

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

FSA ELA results.

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

The REAL Academy is an alternative program for students 2 or more years behind in school. We serve students beginning in 4th grade thru high school. We have been in operation for three years. The data component showing the most improvement since the first year has been in the percentage of students successfully completing the program and meeting the goal of advancing two years in one.

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

I would attribute the improvement in the percentage of students completing our program to increased parent communication, the implementation of after school extended learning, the implementation of a summer program, and consistent recognition of student successes.

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%	54%	60%	0%	56%	55%
ELA Learning Gains	0%	52%	57%	0%	57%	54%
ELA Lowest 25th Percentile	0%	46%	52%	0%	50%	49%
Math Achievement	0%	55%	61%	0%	54%	56%
Math Learning Gains	0%	54%	58%	0%	52%	54%
Math Lowest 25th Percentile	0%	51%	52%	0%	48%	48%
Science Achievement	0%	48%	57%	0%	52%	52%
Social Studies Achievement	0%	85%	77%	0%	72%	72%

EWS Indicators as Input Earlier in the Survey										
Indicator	Grade Level (prior year reported)									Total
	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0 (6)	0 (11)	0 (24)	0 (26)	0 (40)	0 (6)	0 (1)	0 (1)	0 (0)	0 (115)
One or more suspensions	0 (7)	0 (14)	0 (29)	0 (31)	0 (46)	0 (7)	0 (1)	0 (1)	0 (0)	0 (136)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (12)	0 (30)	0 (50)	0 (47)	0 (94)	0 (18)	0 (1)	0 (0)	0 (0)	0 (252)

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
04	2018	4%	48%	-44%	56%	-52%
	2017	0%	51%	-51%	56%	-56%
Same Grade Comparison		4%				
Cohort Comparison						
05	2018	7%	50%	-43%	55%	-48%
	2017	0%	44%	-44%	53%	-53%
Same Grade Comparison		7%				
Cohort Comparison		7%				
06	2018	0%	41%	-41%	52%	-52%
	2017	6%	45%	-39%	52%	-46%
Same Grade Comparison		-6%				
Cohort Comparison		0%				
07	2018	4%	42%	-38%	51%	-47%
	2017	6%	45%	-39%	52%	-46%
Same Grade Comparison		-2%				
Cohort Comparison		-2%				
08	2018	8%	49%	-41%	58%	-50%
	2017	6%	46%	-40%	55%	-49%
Same Grade Comparison		2%				
Cohort Comparison		2%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	8%	43%	-35%	53%	-45%
	2017	0%	43%	-43%	52%	-52%
Same Grade Comparison		8%				
Cohort Comparison		2%				
10	2018	0%	42%	-42%	53%	-53%
	2017	0%	40%	-40%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	11%	57%	-46%	62%	-51%
	2017	0%	60%	-60%	64%	-64%
Same Grade Comparison		11%				
Cohort Comparison						
05	2018	0%	56%	-56%	61%	-61%
	2017	0%	47%	-47%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2018	0%	40%	-40%	52%	-52%
	2017	4%	39%	-35%	51%	-47%
Same Grade Comparison		-4%				
Cohort Comparison		0%				
07	2018	2%	40%	-38%	54%	-52%
	2017	0%	40%	-40%	53%	-53%
Same Grade Comparison		2%				
Cohort Comparison		-2%				
08	2018	0%	34%	-34%	45%	-45%
	2017	0%	36%	-36%	46%	-46%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	7%	51%	-44%	55%	-48%
	2017					
Cohort Comparison						
08	2018	4%	42%	-38%	50%	-46%
	2017					
Cohort Comparison		4%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	59%	-59%	65%	-65%
2017	0%	51%	-51%	63%	-63%
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	3%	84%	-81%	71%	-68%
2017	4%	62%	-58%	69%	-65%
Compare		-1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	57%	-57%	68%	-68%
2017	12%	56%	-44%	67%	-55%
Compare		-12%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	60%	-60%	62%	-62%
2017	3%	43%	-40%	60%	-57%
Compare		-3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	41%	-41%	56%	-56%
2017	0%	34%	-34%	53%	-53%
Compare		0%			

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 attendance

Rationale 40% of students are absent on a daily basis. Increased attendance will help ensure standards-based instruction occurs, and that students will achieve grades to advance promotion and return to home school.

Intended Outcome Increase attendance to support achievement and return to home school with ability to transition successfully.

Point Person JOHN WILSON (john.wilson@polk-fl.net)

Action Step

- >Check attendance daily and list students with 10+ days of absences.
- >Call parents and set up conference to discuss absences and possible truancy.
- >Incentives for students weekly; monthly attendance goals.

Description >With Title 1 funds hire an additional counselor in order to have a full time counselor available at each location.
 >Hold at least two parent nights by January with the first being in September to present information about our program and curriculum.

Person Responsible JOHN WILSON (john.wilson@polk-fl.net)

Plan to Monitor Effectiveness

Description If non-attendance improves to less than 20 %;
 Students are earning passing grades of C or better in classes;
 Transition back to home schools at the end of the school year.

Person Responsible JOHN WILSON (john.wilson@polk-fl.net)

Activity #2	
Title	Improve instruction to meet student needs
Rationale	We serve a diverse group of students, many of whom are lacking in basic skills and in motivation. The curriculum we use is primarily on-line and is self-paced. Strategies are needed that will help address areas of academic weakness, give students a sense of belonging and enhance motivation.
Intended Outcome	Students will catch up to their cohort grade level and in the process, obtain the skills needed to successfully continue their education.
Point Person	Enrique Gutierrez (enrique.gutierrez@polk-fl.net)
Action Step	
Description	>Implement book study with staff using Poor Students, Richer Teaching. This will be a continuation of PD started last year related to teaching students from backgrounds of poverty. >Implement Pathblazer. Pathblazer is a supplemental component to the on-line curriculum that we use with our students. It is designed to diagnose areas of weakness in Math and Reading, and then build a plan to assist students in those areas.
Person Responsible	Shawn Livingston (shawn.livingston@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Effectiveness will be monitored through observation, discussion with teachers, and by tracking the data related to student achievement; i.e. percentage of students making the goal of advancing two years in one.
Person Responsible	Anel Rivera (anel.rivera@polk-fl.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 R.E.A.L. Academy works to build positive relationships with parents and families through regular, ongoing communication. The following strategies are employed over the course of the school year:

- > A minimum of one parent night will be scheduled each semester. At each parent night, teachers will be available for conferences with parents. Information about our curriculum will be shared with parents, and since this is primarily a computer based instructional program, parents will be given training on how they can go online to access reports that gives them information on how their child is progressing.
- > Progress reports will be completed and given to students each grading period to take home to parents, but in addition, these reports will also be mailed home.
- > Each parent will be called by a teacher and/or counselor at least twice each grading period with information about student progress and attendance. These calls are documented. Students who are not performing satisfactorily will be called more frequently.

- > Positive phone calls - Positive phone calls from teachers and administrators to communicate student successes to parents will be encouraged through a system of positive referrals. When a student receives a positive referral, he/she receives a certificate and a phone call is made to the parent.
- > Phone calls will be made parents as soon as a student exhibits an attendance issue i.e. absent 10% or more of the days school has been in session.
- > Parent conferences will be scheduled when students exhibit academic, behavioral, and/or attendance issues. Conferences for attendance issues will include an administrator and social worker.

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.

The R.E.A.L. Academy has 3 counselors and two ESE Resource teachers. Each counselor is assigned a specific location. 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 appealed for and we were allocated a school psychologist for this current year, and we are in the process of trying to find someone to fill that position. We also requested and have been allocated a unit for a third counselor.

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. Students and parents generally find out about the REAL Academy through their zoned school. Zoned schools are provided information to share with parents through a brochure and through our website.

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 Leadership Team meets every other Wednesday to discuss challenges, issues, and needs. With this being a multi-site program that is spread out across the district, these meetings give each member the opportunity to bring ideas, suggestions, and concerns to the table. 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. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly. Title X- Homeless The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

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

The R.E.A.L. Academy serves students from grades 4 through 12 who are two or more years behind in school. The goal is to catch these students up to the appropriate grade level and have them graduate on time. Many of our students come from poverty level socioeconomic backgrounds and do not see themselves as having an opportunity for post-secondary education. As part of our program we will provide information to students about local community colleges as well as about opportunities for vocational training. Traviss Technical and Ridge Technical are two schools that are part of the Polk County Public School system that offer excellent training in a variety of vocational areas.

Part V: Budget

Total:	\$0.00
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