

Charlotte County Public Schools

# The Academy



2019-20 Schoolwide Improvement Plan

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## The Academy

18300 COCHRAN BLVD, Port Charlotte, FL 33948

<http://yourcharlotteschools.net/acad>

### Demographics

**Principal: Deshon Jenkins**

Start Date for this Principal: 8/15/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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## The Academy

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### School Demographics

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

### School Grades History

Year  
Grade

### School Board Approval

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### SIP Authority

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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	Job Duties and Responsibilities
Ham, Jack	Principal	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
Farnsworth, Michele	Teacher, ESE	ESE Liaison Faciliate IEP meetings and Implement IEP's IEP Compliance Provide training on accommodations and IEP access to teachers MTSS Coordinator Provide Standardized Testing Support to Test Coordinator Provide strategies and interventions to struggling students and ESE students Provide Consultative Services to teachers and students Parent Liaison to families with students with disabilities Provide and initiate directives from DOE regarding students with disabilities Provide behavioral supports and consult to students with behavioral/ disciplinary incidents Complete and implement transfer IEP's for transfer students Meet with ESE students regulary for progress montitoring and post-secondary planning

## Early Warning Systems

### Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	1	9	28	8	30	56	95	227	
Attendance below 90 percent	0	0	0	0	0	0	1	4	14	3	15	23	46	106	
One or more suspensions	0	0	0	0	0	0	1	4	8	2	14	22	24	75	
Course failure in ELA or Math	0	0	0	0	0	0	1	6	21	5	21	30	46	130	
Level 1 on statewide assessment	0	0	0	0	0	0	0	5	11	2	8	22	41	89	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	1	6	21	5	22	36	58	149	

**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	2	4	0	0	0	16	22	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

**FTE units allocated to school (total number of teacher units)**

20

**Date this data was collected or last updated**

Friday 8/23/2019

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	1	1	13	9	13	0	0	37	

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	1	1	13	9	13	0	0	37

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	62%	56%	0%	61%	53%
ELA Learning Gains	0%	54%	51%	0%	55%	49%
ELA Lowest 25th Percentile	0%	45%	42%	0%	50%	41%
Math Achievement	0%	64%	51%	0%	64%	49%
Math Learning Gains	0%	56%	48%	0%	51%	44%
Math Lowest 25th Percentile	0%	52%	45%	0%	47%	39%
Science Achievement	0%	72%	68%	0%	78%	65%
Social Studies Achievement	0%	80%	73%	0%	78%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	1 (0)	9 (0)	28 (0)	8 (0)	30 (0)	56 (0)	95 (0)	227 (0)
Attendance below 90 percent	1 (1)	4 (5)	14 (16)	3 (20)	15 (33)	23 (21)	46 (22)	106 (118)
One or more suspensions	1 (0)	4 (11)	8 (27)	2 (5)	14 (19)	22 (4)	24 (16)	75 (82)
Course failure in ELA or Math	1 (2)	6 (3)	21 (18)	5 (11)	21 (20)	30 (15)	46 (18)	130 (87)
Level 1 on statewide assessment	0 (2)	5 (6)	11 (34)	2 (44)	8 (43)	22 (24)	41 (89)	89 (242)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	49%	-49%	54%	-54%
	2018					
Cohort Comparison						
07	2019	0%	46%	-46%	52%	-52%
	2018	0%	51%	-51%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	13%	56%	-43%	56%	-43%
	2018	7%	57%	-50%	58%	-51%
Same Grade Comparison		6%				
Cohort Comparison		13%				
09	2019	6%	53%	-47%	55%	-49%
	2018	12%	53%	-41%	53%	-41%
Same Grade Comparison		-6%				
Cohort Comparison		-1%				
10	2019	7%	52%	-45%	53%	-46%
	2018	17%	53%	-36%	53%	-36%
Same Grade Comparison		-10%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	51%	-51%	55%	-55%
	2018					
Cohort Comparison						
07	2019	0%	62%	-62%	54%	-54%
	2018	0%	64%	-64%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	47%	-47%	46%	-46%
	2018	0%	45%	-45%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	0%	55%	-55%	48%	-48%
	2018	0%	53%	-53%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	38%	71%	-33%	67%	-29%
2018	23%	69%	-46%	65%	-42%
Compare		15%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	78%	-78%	71%	-71%
2018	0%	78%	-78%	71%	-71%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	48%	76%	-28%	70%	-22%
2018	37%	75%	-38%	68%	-31%
Compare		11%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	10%	64%	-54%	61%	-51%
2018	5%	72%	-67%	62%	-57%
Compare		5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	21%	62%	-41%	57%	-36%
2018	9%	60%	-51%	56%	-47%
Compare		12%			

## Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD								25		55	4
HSP										32	
WHT	10	29		7	25		35	29		47	5
FRL	5	22			27		33	15		44	2
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

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	18
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	146
Total Components for the Federal Index	8
Percent Tested	75%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	23
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	19
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Economically Disadvantaged Students - 19%

100% of our student population falls into this category.

-Lack of Instructional coach that would have provided curriculum and instructional support to

classroom teachers

- Two content areas lacked a program planner.
- Ineffective progress monitoring
- No curriculum guides to support block schedule

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Economically Disadvantaged dropped by 7% in ELA gains from 29% to 22%.

100% of our student population falls into this category.

- Lack of Instructional coach that would have provided curriculum and instructional support to classroom teachers
- Two content areas lacked a program planner.
- Ineffective progress monitoring
- No curriculum guides to support block schedule
- Collaborative planning was not put in place with fidelity

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Students with Disabilities: There was 16% gap between SWD's achievement in ELA. The state average 36% and our SWD's was 20%. Our school also has a 34% SWD population. Contributing factors include: not having a full time ESE staff member on staff (only here a day and a half. Those days were spent facilitating IEP meetings). Insufficient time allocated to interventions and strategy-based implementation.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Graduation rate jumped to 44.7%, an increase of 9.4%

We did offer make-up days for testing, offered SAT during the school day, offered PERT during the school day, offered test-taking strategy sessions during the school day, we offered Khan Academy remedial instruction.

Professional development on wounded students, including author guest speaker

Principal and a group of teachers attended the Simon Youth Foundation conference on drop out prevention

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

1. Increase in learning gains for economically disadvantaged and students with disabilities.
2. Increase percentage of students testing to 90% or above.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Test 90% or higher of student population on all state assessments
2. Learning gains in ELA and math for our economically disadvantaged population
3. Learning gains in ELA and math for our students with disabilities population
4. Increase our cohort graduation rate
5. Increase average daily attendance rate for all subgroups

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	Improvement in Learning Gains in ELA and Math State and Concordant Assessments
<b>Rationale</b>	Data has shown that our learning gains in ELA and math are below district and State averages.
<b>State the measurable outcome the school plans to achieve</b>	The Academy will show a 5% increase in learning gains in ELA and math State and Concordant Assessments.
<b>Person responsible for monitoring outcome</b>	Jack Ham (jack.ham@yourcharlotteschools.net)
<b>Evidence-based Strategy</b>	<ul style="list-style-type: none"> <li>-collaborative planning - department-based focusing on math and ELA standards</li> <li>-Department Professional Learning Communities (PLCs) focused on building curriculum maps and pacing guides to support the block schedule</li> <li>-progress monitoring</li> </ul> <p>Collaborative planning is a commonly used strategy in several high performing districts like Sarasota and St. John's and is identified as a best practice by school leaders in both counties. Evidence level 3.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>Professional Learning Communities are cited by the Institute of Educational Sciences as an effective means of facilitating ongoing job-embedded professional development and discourse. Evidence level 3.</p> <p>Progress Monitoring- USA Test Prep and Airways have provided correlational evidence between success on progress monitoring assessments and achievement on statewide standardized assessments. Evidence level 3.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. PLC's -department heads will facilitate monthly PLC meetings to determine essential state standards that will support students' areas of weakness in order to close the achievement gaps in learning.</li> <li>2. curriculum mapping by department - the department PLC's will establish pacing guides to support the block schedule and maximize learning opportunities</li> <li>3. progress monitoring - The Academy is taking a layered approach to progress monitoring encompassing 3 major components: Progress monitoring for math and ELA will be scheduled through Airways twice per semester. Progress monitoring for science and social studies will be scheduled through USA Test Prep twice per semester. This data will be analyzed after each progress monitoring window by teachers, with the support of the instructional coach, in order to guide instruction, remediation and interventions. In addition to progress monitoring, student classroom progress reports (based on course grades) will be printed and distributed to students every three weeks by the school's data technician. The MTSS team will meet every three weeks to review student data and select interventions to be implemented to support students who have grades below a C, attendance below 80%, and/or behavior concerns.</li> <li>4. testing awareness (for students) - Teachers will meet with students individually during study hall to review student's most recent state assessment results. Students will analyze their scores, determine their areas of strength and weakness, then set a goal of improving a minimum of one level. Study hall teachers will conduct check-ins with students to help them track their progress toward meeting their goals.</li> </ol>

5. All teachers will be provided with rosters of their homeroom students which identifies each students subgroup, and their FSA sub-levels. This will allow teachers to provide tiered support to students in the identified CS&I subgroups: SWD, Hispanic, white, and ED.

**Person Responsible** Jack Ham (jack.ham@yourcharlotteschools.net)

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#2	
<b>Title</b>	Increase in Graduation Rate
<b>Rationale</b>	Students need diplomas in order to transition and plan for post secondary options.
<b>State the measurable outcome the school plans to achieve</b>	The Academy will increase its graduation rate 6%, from 44% to 50%.
<b>Person responsible for monitoring outcome</b>	Jack Ham (jack.ham@yourcharlotteschools.net)
<b>Evidence-based Strategy</b>	Check and Connect program MTSS PBIS
<b>Rationale for Evidence-based Strategy</b>	The Check and Connect Program is listed on the What Works Clearinghouse website as an evidence based program that was found to have positive effects on dropout prevention. Evidence Level 2. MTSS and PBIS are required under IDEA and are implemented in over 25,000 schools in the United States. Evidence Level 1.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. MTSS - The MTSS team will meet bi-weekly to review student data including grades, attendance, and behavior in order to implement and track the success of tiered interventions. Priority will be given to students who fall within the CS&amp;I subgroups: SWD, Hispanic, white, ED.</li> <li>2. Implementation of study hall: Study hall classes were added to the master schedule providing a 1:10 teacher/student ratio. Study hall teachers conduct weekly grade checks, analysis of previous state test results with student goal setting and action plans for improvement</li> <li>3. Student guided credit checks- the guidance counselor will meet with every Study Hall class during the first quarter to guide students through a thorough credit check of their transcripts. This process will ensure students are on track with their credits earned towards completion of high school requirements and on-time graduation with their cohort.</li> <li>4. Testing awareness/concordant testing opportunities- the guidance counselor will generate a list of students for upcoming state testing, distribute the list to teachers, who will remind students each class period of their testing date, time, and location. Testing sessions will be promoted through flyers displayed around school to encourage participation and attendance of students.</li> <li>5. PBIS - to overcome the barrier of poor attendance, the PBIS team will focus on encouraging students to attain an attendance rate of 80% or higher through use of daily, monthly, and quarterly student recognition.</li> <li>6. Check and Connect - certified Check and Connect mentors will be assigned to students most at-risk for not graduating. Mentors will meet weekly with their student mentee to review academic progress and establish a rapport that encourages goal setting, positive peer/adult relationships, self-advocacy, problem-solving strategies, and ultimately will lead to earning a high school diploma.</li> </ol>

7. Parent involvement: To keep parents informed about their child's progress towards graduation, The Academy will utilize parent/teacher conferences (as needed/requested) along with informational sessions, "Senior Night" (held twice a year) about graduation requirements.

**Person Responsible** Jack Ham (jack.ham@yourcharlotteschools.net)

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Along with the goal of increased achievement in ELA and math, we will focus on closing the achievement gaps in science and social studies as well.

## 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 Schoolwide Improvement Plan 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.**

Positive relationships with parents and families start at our interview process. Parents are present when students interview for an opportunity to attend our school. This one-on-one time with the principal allows parents to ask any questions about our school and establish a positive rapport with administration.

Through a required orientation process, students and families are introduced to the culture, expectations, and the mission of The Academy with the intention of building a solid foundation to support the needs of students. Families are also provided an overview of the year's activities and opportunities for involvement in family engagement activities, along with joining SAC.

To establish positive community relationships, The Academy has 4 post secondary pathway liaisons: military, workforce, college, and technical school. These liaisons introduce community members to our mission, culture, and expectations, allowing the community to understand the unique needs of our students and assist with providing resources and opportunities to support their needs.

A quarterly school newsletter is published to highlight the positive accomplishments of The Academy students and staff. This newsletter is made available to students, families, and community stakeholders in print and electronic format. Additionally, The Academy tracks students' academic and behavioral progress, along with attendance, and communicates the success and challenges with families on a regular basis through phone calls and emails in order to support the continued needs of students.

Title One funds will be allocated to hire a part time Family Engagement liaison. This role is essential in promoting our family/school/community stakeholder relationships. The liaison will be responsible for organizing Title One events throughout the year. They will also spend their time gathering resources to support the school's mission and the needs of our students.

### 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 Academy employs a full time social worker, guidance counselor, and school nurse.

All teachers will participate in a Youth Mental Health First Aid training that will certify them to provide support in the classroom. They will be equipped to identify students in need of emotional and/or mental support.

We will build upon last year's training of the Wounded Student through a book study PLC led by the instructional coach.

We utilize the resources provided by community agencies including but not limited to: Charlotte Behavioral Services, Check and Connect, Lutheran Services, CARE (sexual abuse/domestic violence support group), Hope (for teen moms), Castle (individualized counseling group), grief counseling through Hospice.

**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. . Our PASS program is an alternative opportunity for middle school students to complete their requirements and move into high school. This program allows qualified students to complete middle school and even dual enroll into some high school courses simultaneously. The transition into high school is overseen by the same administration and school leadership team. The ESE liaison will hold transitional 8th grade to 9th grade articulation meetings to support students' transitioning to high school. Another cohort of students transition from The Academy to the Career Quest program when there are unique circumstances in which students require an alternative schedule and/or learning environment. SEA (Suspension Expulsion Alternative) is a special program utilized by the district as an alternative to expulsion. Students ranging from sixth to twelfth grade may earn their way out of the SEA program and transition back into their geographic middle or high school. Another option would be to transition out of the SEA program and into the PASS or high school program at The Academy.

Bi-weekly MTSS meetings provide an opportunity for staff to review pertinent academic, attendance, and behavior data in order to best determine the avenue of action regarding transitional needs.

Prior to a student transitioning to The Academy, the student/parent/guardian meet with the school's leadership team to best determine program placement. Upon acceptance, a mandatory informational orientation is held to acclimate students/families to the school culture, mission, expectations, policies, and procedures.

**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 conducted divided between the principal for the school year. The principal, working with program planners, are able to address personnel, instructional, curricular, and student needs. Department and program planner meetings, held bi-monthly, focus on 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 is responsible for the overall school budget. He meets with the confidential secretary weekly to oversee the expenditures and allocate funds to resources which will provide the highest impact. 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 are also addressed through numerous avenues: during monthly staff meetings, through the department's program planner, bi-weekly department meetings, collaboration sessions, and school committee suggestions. 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. When students start at The Academy, we ask them to complete a pathway form for their post secondary intentions. The choices on the form are: workforce, military, college, and technical school. Every student also completes a career pathway survey and project under the guidance of a teacher. This information is collected in order to coordinate resources for students. Our quarterly family events provide access to community resources specific to these pathways through informational tables and representatives to answer any questions students and/or families may have. Furthermore, The Academy hosts field trips to local colleges, shadow days and Job Fair at the Charlotte Technical College, and shares job opportunities in the community on our school Facebook page. We also promote scholarship opportunities through The Simon Youth Foundation and assist students with completing their FAFSA. Students are also exposed to resume writing and interview skills.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Improvement in Learning Gains in ELA and Math State and Concordant Assessments	\$0.00
2	III.A.	Areas of Focus: Increase in Graduation Rate	\$0.00
Total:			\$0.00