

Polk County Public Schools

Real Academy (Reaching Every Adolescent Learner)



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	15
Title I Requirements	17
Budget to Support Goals	18

Real Academy (Reaching Every Adolescent Learner)

951 MOUNT AIRY AVE, Lakeland, FL 33801

[no web address on file]

Demographics

Principal: John Wilson

Start Date for this Principal: 5/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 4-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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 Polk 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.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	15
Title I Requirements	17
Budget to Support Goals	18

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)	2018-19 Title I School	2018-19 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	Job Duties and Responsibilities
WILSON, JOHN	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	
Rosario, Junisa	Psychologist	
Lenox, Pam	School Counselor	
James, Shirlie	Assistant Principal	

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	21	11	15	44	82	30	22	16	3	244
Attendance below 90 percent	0	0	0	0	7	2	3	11	20	10	7	7	3	70
One or more suspensions	0	0	0	0	0	0	0	1	3	0	1	0	0	5
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	11	11	10	39	66	22	16	14	2	191

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	21	11	15	44	82	30	22	16	3	244

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	
Students retained two or more times	0	0	0	0	19	10	15	43	82	30	22	16	3	240

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

29

Date this data was collected or last updated

Friday 8/30/2019

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	0	0	0	0	0	0	0	
One or more suspensions	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	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	
One or more suspensions	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	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0

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%	61%	61%	0%	56%	57%
ELA Learning Gains	0%	58%	59%	0%	53%	57%
ELA Lowest 25th Percentile	0%	49%	54%	0%	44%	51%
Math Achievement	0%	61%	62%	0%	52%	58%
Math Learning Gains	0%	56%	59%	0%	50%	56%
Math Lowest 25th Percentile	0%	52%	52%	0%	44%	50%
Science Achievement	0%	52%	56%	0%	49%	53%
Social Studies Achievement	0%	79%	78%	0%	68%	75%

EWS Indicators as Input Earlier in the Survey										
Indicator	Grade Level (prior year reported)									Total
	4	5	6	7	8	9	10	11	12	
Number of students enrolled	21 (0)	11 (0)	15 (0)	44 (0)	82 (0)	30 (0)	22 (0)	16 (0)	3 (0)	244 (0)
Attendance below 90 percent	7 (0)	2 (0)	3 (0)	11 (0)	20 (0)	10 (0)	7 (0)	7 (0)	3 (0)	70 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	1 (0)	3 (0)	0 (0)	1 (0)	0 (0)	0 (0)	5 (0)
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	11 (0)	11 (0)	10 (0)	39 (0)	66 (0)	22 (0)	16 (0)	14 (0)	2 (0)	191 (0)

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
04	2019	0%	48%	-48%	58%	-58%
	2018	4%	48%	-44%	56%	-52%
Same Grade Comparison		-4%				
Cohort Comparison						
05	2019	7%	47%	-40%	56%	-49%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	7%	50%	-43%	55%	-48%
Same Grade Comparison		0%				
Cohort Comparison		3%				
06	2019	4%	48%	-44%	54%	-50%
	2018	0%	41%	-41%	52%	-52%
Same Grade Comparison		4%				
Cohort Comparison		-3%				
07	2019	3%	42%	-39%	52%	-49%
	2018	4%	42%	-38%	51%	-47%
Same Grade Comparison		-1%				
Cohort Comparison		3%				
08	2019	9%	48%	-39%	56%	-47%
	2018	8%	49%	-41%	58%	-50%
Same Grade Comparison		1%				
Cohort Comparison		5%				
09	2019	0%	45%	-45%	55%	-55%
	2018	8%	43%	-35%	53%	-45%
Same Grade Comparison		-8%				
Cohort Comparison		-8%				
10	2019	0%	42%	-42%	53%	-53%
	2018	0%	42%	-42%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019	4%	56%	-52%	64%	-60%
	2018	11%	57%	-46%	62%	-51%
Same Grade Comparison		-7%				
Cohort Comparison						
05	2019	3%	51%	-48%	60%	-57%
	2018	0%	56%	-56%	61%	-61%
Same Grade Comparison		3%				
Cohort Comparison		-8%				
06	2019	0%	47%	-47%	55%	-55%
	2018	0%	40%	-40%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	3%	39%	-36%	54%	-51%
	2018	2%	40%	-38%	54%	-52%
Same Grade Comparison		1%				
Cohort Comparison		3%				
08	2019	3%	35%	-32%	46%	-43%
	2018	0%	34%	-34%	45%	-45%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		3%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	45%	-45%	53%	-53%
	2018	7%	51%	-44%	55%	-48%
Same Grade Comparison		-7%				
Cohort Comparison						
08	2019	3%	41%	-38%	48%	-45%
	2018	4%	42%	-38%	50%	-46%
Same Grade Comparison		-1%				
Cohort Comparison		-4%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	54%	-54%	67%	-67%
2018	0%	59%	-59%	65%	-65%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	4%	70%	-66%	71%	-67%
2018	3%	84%	-81%	71%	-68%
Compare		1%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	57%	-57%	70%	-70%
2018	0%	57%	-57%	68%	-68%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	50%	-50%	61%	-61%
2018	0%	60%	-60%	62%	-62%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	53%	-53%	57%	-57%
2018	0%	41%	-41%	56%	-56%
Compare		0%			

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		16	18	6	22						
ELL		10		4	15						
BLK		18	10		13	10					
HSP	5	17	20	4	18	29	6				
WHT	10	28		4	16			8			
FRL	5	23	30	2	14	18	2	4			
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	12
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	99
Total Components for the Federal Index	8
Percent Tested	88%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	10

Students With Disabilities	
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	6
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	7
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	12
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	11
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	12
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.

Poor student attendance has been an ongoing issue.

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

The percentage of students in attendance 90% or more of the time continues to be a challenge.

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.

FSA ELA and Math results.

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

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 four 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.

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

Student attendance and student academic performance.

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

1. Improving student attendance.
2. Training teachers to work with students from poverty and who exhibit at risk tendencies that lead to dropping out of school.
- 3.

- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title Improving student attendance.

Rationale Over 20% 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.

State the measurable outcome the school plans to achieve Increase attendance to support achievement and return to home school with ability to transition successfully.

Person responsible for monitoring outcome JOHN WILSON (john.wilson@polk-fl.net)

Evidence-based Strategy Obtaining parent involvement and support.

Rationale for Evidence-based Strategy Research shows that education is at its best and that students are more likely to succeed in school when schools and parents are working together. Improving parent involvement with the school increases the likelihood that students will be in regular attendance and in turn improve academic performance.

Action Step

Description

1. Check attendance daily and list students with 10+ days of absences.
2. Call parents and set up conference to discuss absences and possible truancy.
3. Incentives provided for students weekly; monthly attendance goals.
4. With Title 1 funds hire two additional counselors in order to have a full time counselor available at each location to better meet the needs of students.
5. Hold at least two parent nights by January with the first being in September to present information about our program and curriculum. Use Title 1 funds for postage and envelopes to mail out information and announcements to parents.
6. Use Title 1 funds to compensate staff for attending parent nights and to provide refreshments to participating parents.

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

#2	
Title	Effective Instruction
Rationale	The purpose of our program is to take students who are two or more years behind in school, and with the use of an online curriculum, bring students back up to their correct grade level. We serve a diverse group of students, many of whom are lacking in basic skills and in motivation. Most have had little success in school. 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 feeling of accomplishment, give students a sense of belonging and enhance motivation.

State the measurable outcome the school plans to achieve	At least 50% of students will accomplish the stated goal of advancing two grade levels in a school year. At least 80% of students will advance one grade level in a school year.
Person responsible for monitoring outcome	JOHN WILSON (john.wilson@polk-fl.net)
Evidence-based Strategy	PBIS/MTSS, Positive Behavior Intervention and Supports, will be implemented during the school year.
Rationale for Evidence-based Strategy	PBIS is an evidenced based system for improving the climate and culture of a school with strategies for implementing a multi-tiered approach to social, emotional and behavior support. The purpose of PBIS is to improve the effectiveness, efficiency and equity of schools. PBIS helps to improved the social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

Action Step

Description	<ol style="list-style-type: none"> 1. Provide training to teachers in PBIS. Use Title 1 funds where needed to provide substitutes for teachers to attend training or to compensate teachers for attending training after hours. 2. Use Title 1 funds to obtain access to the online programs PathBlazer and MyPath for the purpose of addressing student weaknesses in math and reading. 3. Use Title 1 funds to provide after school extended learning for students. 4. Use Title 1 funds for an interventionist sub. The interventionist sub will be used to provide additional support to lower achieving students in our ESSA subgroups. 5. Many students in REAL are not just two years behind in grade level, but are also lagging in reading and math skills. My Path is a computer based, supplemental program to Edgenuity that maps out an individualized learning path for students to provide remediation and support in skills that, based on STAR testing results, are identified as being areas of weakness in reading and math. My Path will be used as a means of providing additional assistance to students in our ESSA subgroups. 5. Use Title 1 funds to provide high interest reading resources (books, weekly readers) to students.
Person Responsible	JOHN WILSON (john.wilson@polk-fl.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).

ESSA Subgroups - Addressing the needs of our ESSA subgroups as well as preparing students to return and be successful at their zoned schools is a priority of REAL. Many students in REAL are not just two years behind in grade level, but are also lagging in reading and math skills. My Path is a computer based, supplemental program to Edgenuity that maps out an individualized learning path for students to provide remediation and support in skills that, based on STAR testing results, are identified as being areas of weakness in reading and math. My Path will be used as a means of providing additional assistance to students in our ESSA subgroups. We will be following the recommended implementation plan from Edgenuity of 60 - 90 minutes a week each in reading and math activities. This will be carried out in Language Arts and Math classes. Students will also be able to access My Path from home and work on their learning paths.

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.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of 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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually, in small groups, or if applicable, can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. In addition, a school psychologist is available for more serious situations. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources:

- PBIS
- DrumBeats - Carried out by our school psychologist

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

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, return to their zoned school, and graduate on time. Students are a part of the R.E.A.L. Academy for the duration of the school year. 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. Applications are created and submitted online by the zoned school.

- Orientation Day - On Orientation Day at the start of the school year a separate time is scheduled to meet with new students and their parents to review the goals and expectations of the REAL Academy.
- Orientation Meetings - An orientation meeting is held with parents and students who enroll after the school year begins. This carried out by either an administrator or school counselor.
- Field trips to local vocational schools - Older students are taken to visit Travis and Ridge Technical schools to learn more about the programs that they have to offer.
- Visits from representatives of local vocational schools

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 monthly 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 STAR. 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, tutoring, summer learning, and parent involvement activities. In addition, Title I funds have made it possible to provide a school counselor at each of our locations to more effectively provide ongoing support to our students. 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. Travis 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

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

1	III.A.	Areas of Focus: Improving student attendance.	\$0.00
2	III.A.	Areas of Focus: Effective Instruction	\$0.00
Total:			\$0.00