

Alachua County Public Schools

Alachua Academy



2020-21 Schoolwide Improvement Plan

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Alachua Academy

3430 NE 39TH AVE, Gainesville, FL 32609

www.sequelyouthservices.com

Demographics

Principal: Emma Lewis

Start Date for this Principal: 8/7/2017

2019-20 Status (per MSID File)	Closed: 2022-06-30
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Alachua 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.

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Alachua Academy

3430 NE 39TH AVE, Gainesville, FL 32609

www.sequelyouthservices.com

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 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

This plan is pending approval by the Alachua 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 Alachua Academy:

Alachua Academy is a high risk facility residential facility that provides specialized treatment to 24 adolescent females between the ages of 14 to 18 hat have been committed to the Florida Department of Juvenile Justice. Through effective holistic treatment of the youth, Alachua Academy uses evidenced based programming and behavior management to develop young women into productive individuals through the focus on family, morals, values, and healthy living with the use of a positive peer culture that fosters respect, individuality, and enhances the strengths of each young women that it serves.

Provide the school's vision statement.

The vision of Alachua Academy:

Alachua Academy is dedicated to providing specialized treatment for an array of behavior problems. The facility focuses on mental health and substance abuse overlay services, educational services, and comprehensive transitional and discharge planning to promote a successful life after the youth are discharged from the facility.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
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Lewis, Emma	Principal	<p>Emma Lewis is the Principal of Alachua Academy, a DJJ residential facility for girls and young women ages 14-18. Mrs. Lewis oversees the entire academic program from a student's enrollment throughout the student's release from the Alachua Academy DJJ Residential Facility. Additionally, Mrs. Lewis oversees and ensures the accuracy of course assignments, individualized academic plans and supports, progress monitoring, curriculum modification, awarding of credits, administration of state standardized assessments and DJJ required common and career assessments, accuracy of graduation requirements, ESE/504 accommodation services, electronic educational exit plans, academic transition plans, notifying parents, guardians, JPOs and other departments on campus of student academic status and progress and ensures all DJJ, FDOE and Alachua County School District policies and protocols pertaining to the Alachua Academy's Academic Program are adhered and compliant with the contract for educational services between the School Board of Alachua County and Sequel Youth and Family Services (Alachua Academy). Mrs. Lewis hires, evaluates and establishes professional goals for her academic team, ensuring professional development, credentialing and instructional development of academic instruction. Furthermore, Mrs. Lewis serves as a member of the Alachua Academy Leadership Team to provide guidance, counseling and support to all departments of Alachua Academy.</p>
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Demographic Information

Principal start date

Monday 8/7/2017, Emma Lewis

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

5

Demographic Data

<p>2020-21 Status (per MSID File)</p>	<p>Closed: 2022-06-30</p>
<p>School Type and Grades Served (per MSID File)</p>	<p>High School 6-12</p>
<p>Primary Service Type (per MSID File)</p>	<p>Alternative Education</p>

2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	0	0	0	3	2	1	2	3	11
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Level 1 on 2019 statewide Math assessment	0	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

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 9/2/2020

Prior Year - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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 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

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
Students retained two or more times	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%	59%	56%	0%	57%	53%
ELA Learning Gains	0%	52%	51%	0%	54%	49%
ELA Lowest 25th Percentile	0%	39%	42%	0%	42%	41%
Math Achievement	0%	54%	51%	0%	47%	49%
Math Learning Gains	0%	54%	48%	0%	41%	44%
Math Lowest 25th Percentile	0%	48%	45%	0%	32%	39%
Science Achievement	0%	68%	68%	0%	65%	65%
Social Studies Achievement	0%	75%	73%	0%	74%	70%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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
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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data	
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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.

WINN ASSESSMENT:

The lowest performance was in the area of Reading.

WINN Common Assessment Data- 26 Students Assessed

Math: Increase in Math Score between entry and exit assessment (18 students) -69%

Math: Decrease in Math Score between entry and exit assessment (5 students) -19%

Math: No change in Math Score between entry and exit assessment (3 students) -11%

Reading: Increase in Reading Score between entry and exit assessment (13 students) -50%

Reading: Decrease in Reading Score between entry and exit assessment (13 students) -50%

Reading: No change in Reading Score between entry and exit assessment (0 students) -0%

Contributing Factors and Trends:

Most of the students who enroll have experienced various traumas, have endured substance abuses, are emotionally and behaviorally unstable, have been suspended or expelled from several schools due to their behavior and criminal actions, are two or three years behind their appropriate grade-level/ cohort, have a severe lack of academic motivation and have many academic deficiencies in math, reading and writing.

Students are administered the WINN Common Assessments in the areas of Reading and Math twice during their enrollment. This assessment is administered at the time of a student's enrollment and again at the time of a student's withdrawal/release from the Alachua Academy Residential Facility. Although students are provided opportunities to prepare for the Exit Common Assessments to enhance their reading and math skills, often times some students are so extremely deficient in their reading, math and writing skills, they do not achieve proficient scores on the these assessments.

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

N/A

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.

N/A

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

Data from the WINN Common Assessment for Math and Reading will be used to show the most improvement.

The most improvement was in the area of Math.

WINN Common Assessment Data- 26 Students Assessed

Math: Increase in Math Score between entry and exit assessment (18 students) -69%

Math: Decrease in Math Score between entry and exit assessment (5 students) -19%

Math: No change in Math Score between entry and exit assessment (3 students) -11%

Reading: Increase in Reading Score between entry and exit assessment (13 students) -50%

Reading: Decrease in Reading Score between entry and exit assessment (13 students) -50%

Reading: No change in Reading Score between entry and exit assessment (0 students) -0%

New Actions taken in this area:

Based upon the results of module assessments in the Edmentum Courseware Learning System, the Math Instructor provided individualized/targeted remedial instruction for students to address the deficient math skills. Students were assigned remedial math assignments that target deficient math skills in the Edmentum Courseware Learning System. Students were provided additional study materials in math to practice after school. Students participated in intensive math small group instruction to practice math concepts in preparation for the math common assessment.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

FSA ELA scores

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

1. Increase the number of HSDs or GEDs (aligned with appropriate cohort year for improved graduation rate)
2. Increase credit retrieval
3. Improve Reading and Math Common Assessments; FSA ELA and Math EOC Assessments scores
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. DJJ Components specifically relating to Graduation

Area of Focus Description and Rationale:

To better ensure our students at Alachua Academy will have a more successful life upon their release and not re-offend, they need to earn their high school diploma or GED while enrolled. Most of the students who enroll have experienced various traumas, have endured substance abuses, are emotionally and behaviorally unstable, did not have stable or positive homes lives, have attended several schools due to their behavior and criminal actions, have a severe lack of academic motivation, have come to Alachua Academy from other DJJ programs and have many academic deficiencies in math, reading and writing which cause limited vocabulary, writing and calculation skills. All of the above mentioned factors contribute to failing grades, unearned high school credits, and delayed graduation with a high school diploma or GED.

Measurable Outcome:

During the 2020/2021 academic year, the academic program at Alachua Academy will increase the success rate of students graduating in their appropriate cohort year with either a HSD or GED by 10%

Person responsible for monitoring outcome:

Emma Lewis (emma.lewis@sequelyouthservices.com)

Evidence-based Strategy:

Individualized academic plans and supports, progress monitoring, curriculum modification, credit retrieval courses, administrator state standardized assessments and assessments for concordance scores to meet graduation requirements, Use Title 1 supplemental assessment and tutorial/remedial curriculum support: IXL tutorial system, Edmentum Courseware assessment prep courses, ESE/504 accommodation services,

Rationale for Evidence-based Strategy:

Most students who are enrolled at Alachua Academy have already experienced so many personal and academic challenges prior to enrolling. It is the belief of EVERY member of the Academic Department that we are here to do what is possible to assist these at-risk students become positive members of society and are of the belief that an education is a solid foundation for that. Therefore, we try to assist and assure as many students as possible earn a HSD or GED during their enrollment. Our population is a challenging one, but it is ever so rewarding to see the personal growth of these students who have earned their HSD or GED prior to their release and discuss their goals that they now see they "can" achieve.

Action Steps to Implement

- *Review each incoming student's transcript and devise an individualized academic plan based upon credits, assessment scores, cohort year, age and length of time in the Alachua Academy program.
- *Discuss the academic plan with the student
- *Conduct bi-weekly academic progression discussions with students
- *Conduct monthly academic progression discussions with parent or guardian and JPO during monthly Formal Treatment Team
- *Prepare students for assessments for graduation
- *Administration of state assessments, PERT, SAT and ACT assessments for concordance scores, graduation requirements verified by certified School Counselor
- *Use Title 1 supplemental supports for GED, SAT, ACT: and supplemental tutorial/remedial curriculum support: Pre-GED vouchers for GED subtests and GED test prep study guides and student workbooks for PERT, SAT and ACT test prep study guides, student workbooks and IXL.
- *Provide adequate curriculum supports, remediation and tutorials in the Edmentum Curriculum focused on GED, ACT and SAT (for graduation concordant scores)
- *Adjust academic plan if needed.

Person Responsible Emma Lewis (emma.lewis@sequelyouthservices.com)

#2. Other specifically relating to Increase Credit Retrieval

Area of Focus Description and Rationale: To better ensure our students at Alachua Academy will have opportunity to advance to their appropriate grade level and cohort year, it is important for our students to retrieve credits of previously failed course during their enrollment. Most of the students who enroll have experienced various traumas, have endured substance abuses, are emotionally and behaviorally unstable, did not have stable or positive homes lives, have attended several schools due to their behavior and criminal actions, have a severe lack of academic motivation, have come to Alachua Academy form other DJJ programs, have many academic deficiencies in math, reading and writing which cause limited vocabulary, writing and calculation skills. All of the above mentioned factors contribute to failed middle school and high school courses as well as inaccurate cohorts and grade levels.

Measurable Outcome: During the 2020/2021 academic year, the academic program at Alachua Academy will increase the success rate of students credit retrieval by 10%

Person responsible for monitoring outcome: Emma Lewis (emma.lewis@sequelyouthservices.com)

Evidence-based Strategy: Individualized academic plans and supports, progress monitoring, curriculum modification, credit retrieval courses, Edmentum Courseware course pre-tests for credit retrieval courses, Use Title 1 supplemental tutorial/remedial curriculum supports for credit retrieval: IXL, supplemental curriculum for core subject areas, ESE/504 accommodation services,

Rationale for Evidence-based Strategy: Most students who are enrolled at Alachua Academy have already experienced so many personal and academic challenges prior to enrolling. It is the belief of EVERY member of the Academic Department that we are here to do what is possible to assist these at-risk students become positive members of society and are of the belief that an education is a solid foundation for that. Therefore, we will provide an opportunity for our students to retrieve credits from previous failed courses during their enrollment. Our population is a challenging one, but it is ever so rewarding to see the personal growth and confidence of these students as they obtain credits, complete failed courses and possibly gain grade level promotions and accurate cohort placements.

Action Steps to Implement

- *Review each incoming student's transcript and devise an individualized academic plan based upon credits, assessment scores, cohort year, age and length of time in the Alachua Academy program.
- *Discuss the academic plan with the student and parent/guardian
- *Assign Credit Retrieval Courses in Edmentum
- *Students are administered the retrieval courses pre-tests for adequate course units that were not successfully mastered
- *Use Title 1 supplemental tutorial/remedial curriculum supports for credit retrieval: IXL, supplemental curriculum for core subject areas
- *Conduct bi-weekly academic progression discussions with students
- *Conduct monthly academic progression discussions with parent or guardian and JPO during monthly Formal Treatment Team
- *Provide adequate curriculum supports, remediation and tutorials in the Edmentum Curriculum
- *Adjust academic plan if needed.

Person Responsible Emma Lewis (emma.lewis@sequelyouthservices.com)

#3. Other specifically relating to Improve Common Assessments and Standardized Assessments (Reading and Math)

Area of Focus Description and Rationale: Most of the students who enroll have experienced various traumas, have endured substance abuses, are emotionally and behaviorally unstable, did not have stable or positive homes lives, have attended several schools due to their behavior and criminal actions, are at least two or three grade-levels behind, have a severe lack of academic motivation, have come to Alachua Academy from other DJJ programs, have many academic deficiencies in math, reading and writing which cause limited vocabulary, writing and calculation skills. All of the above mentioned factors contribute to severe deficits in reading and math skills, which result in low performance in Reading and Math Common Assessments as well as FSA ELA and Math EOCs.

Measurable Outcome: During the 2020/2021 academic year, the academic program at Alachua Academy will improve Common Assessment scores and Standardized Assessment scores (Reading and Math) by 10%.

Person responsible for monitoring outcome: Emma Lewis (emma.lewis@sequelyouthservices.com)

Evidence-based Strategy: Individualized academic plans and supports, progress monitoring, curriculum modification, assessment skills deficits diagnostic plan, small group intensive instruction aligned with skill deficits, Use Title 1 supplemental tutorial/remedial curriculum supports. Edmentum Courseware assessment prep courses, ESE/504 accommodation services regarding assessment accommodations,

Rationale for Evidence-based Strategy: Most students who are enrolled at Alachua Academy have already experienced so many personal and academic challenges prior to enrolling. It is the belief of EVERY member of the Academic Department that we are here to do what is possible to assist these at-risk students become positive members of society and that an education is a solid foundation for that. Therefore, we will provide an opportunity for our students to enhance their reading and math skills to make substantial improvements on their Common Assessments and Standardized Assessments focusing on Reading and Math. Our population is a challenging one, but it is ever so rewarding to see the personal growth and confidence of these students as they both enhance their skills and make improvements on their required assessments..

Action Steps to Implement

- *Review each incoming student's transcript for credits and assessments and devise an individualized academic plan based upon credits, assessment scores, cohort year, age and length of time in the Alachua Academy program.
- *Discuss the academic plan with the student and parent/guardian
- *Assign Credit Retrieval Courses in Edmentum (modify curriculum if needed)
- *Assessment skills deficits diagnostic plan devised by Testing Coordinator
- *Small group intensive instruction aligned with skill deficits
- *Use Title 1 supplemental tutorial/remedial curriculum supports to improve vocabulary, reading skills, math skills, STAR Assessments and IXL
- *Edmentum Courseware assessment prep courses for FSA ELA and Math EOCs,
- *Provide ESE/504 accommodation services regarding assessment accommodations,
- *Monitor progress and conduct bi-weekly academic progression discussions with students
- *Conduct monthly academic progression discussions with parent or guardian and JPO during monthly Formal Treatment Team

*Provide adequate curriculum supports, remediation and tutorials

*Adjust academic plan if needed.

Person Responsible Emma Lewis (emma.lewis@sequelyouthservices.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

All stakeholders at Alachua Academy work collaboratively to design, implement and maintain a culture of care, learning, purpose, and results. Administration, staff and students work together to embody Alachua Academy's mission and vision as a holistic approach is taken not only in the academic focus in the classrooms but in all areas of the community within the facility to provide structure and cohesiveness for each student. There are weekly Treatment Team meetings with all departments on campus represented. During these meetings, all areas of the student's treatment plan, including academics, are discussed and plans are devised to promote academic achievement and enhancement. From these meetings, goals are set for students and the goals are revisited as progress is monitored weekly. There are daily "boot camp" group exercise routines with the students. This is done while having fun, building positive relationships and promoting self-care for students.

There are daily treatment groups, family sessions, individual sessions and canine assisted therapy techniques that address an array of traumatic issues and begin to employ a healing approach that will result in self-reflection, improved self-esteem, self-governing and ultimately self-acceptance and responsibility. There are partnerships in the local community and within surrounding counties to provide additional therapeutic services, career services, religious/spiritual services, art therapy services and complete transitional services for each student. The students participate in community-based volunteer services and activities. Members of the community, Alachua County School District, FDOE and DJJ are involved and invited to attend school activities. The community at Alachua Academy is more of a family who has the best interest of each student in mind. We do what is necessary to address the needs of each of the young ladies. When the youth at Alachua Academy are released, they have a better understanding of their self-worth and a confidence that they have not had before. After students are released, the staff remain in contact with them to provide additional guidance to assist them in making appropriate choices in their lives.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: DJJ Components: Graduation	\$0.00
2	III.A.	Areas of Focus: Other: Increase Credit Retrieval	\$0.00
3	III.A.	Areas of Focus: Other: Improve Common Assessments and Standardized Assessments (Reading and Math)	\$0.00
Total:			\$0.00