

Polk County Public Schools

Real Academy (Reaching Every Adolescent Learner)



2020-21 Schoolwide Improvement Plan

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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: 7/1/2016

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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.

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Real Academy (Reaching Every Adolescent Learner)

951 MOUNT AIRY AVE, Lakeland, FL 33801

[no web address on file]

School Demographics

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

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<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.

R.E.A.L. Academy is an alternative public school designed to serve a target population of students who have fallen two or more grade levels behind in school based on the year kindergarten was started. The intent of the program is to give students an opportunity to catch up, return to the correct grade level, and graduate on time.

The vision of R.E.A.L. is to provide a safe and orderly educational environment for these students in which they can utilize technology to successfully engage in accelerated learning opportunities through individual instruction, self-paced course progression, and computer based learning strategies to achieve their academic goals.

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
WILSON, JOHN	Principal	Oversees all school locations. Major duties and responsibilities include but are not limited to budget, finance, purchasing, hiring, staff evaluations, personnel issues, professional development of staff, curriculum, emergency planning, master schedule, Title 1 funds, School Improvement Plan, reviewing, approving, and/or denying student applications to the school
Livingston, Shawn	Assistant Principal	Oversees our Auburndale location. Major duties and responsibilities include but are not limited to working with the instructional staff, scheduling students, ensuring that grades are input into student permanent records, supervision of students, student discipline, parent communication, promoting the school, carrying out teacher observations, facilities maintenance, communicating resource needs and other relevant issues to the principal, assisting with development of the SIP, monitoring of student progress toward academic goals, ensuring that report cards, Interim Reports, and other student reports are completed and distributed, supporting staff develop initiatives.
Rivera, Anel	Assistant Principal	Oversees our Auburndale location. Major duties and responsibilities include but are not limited to working with the instructional staff, scheduling students, ensuring that grades are input into student permanent records, supervision of students, student discipline, parent communication, promoting the school, carrying out teacher observations, facilities maintenance, communicating resource needs and other relevant issues to the principal, assisting with development of the SIP, monitoring of student progress toward academic goals, ensuring that report cards, Interim Reports, and other student reports are completed and distributed, supporting staff develop initiatives.
Watford, Cheryl	Teacher, K-12	Testing coordinator. Duties and responsibilities include but are not limited to organizing, coordinating, and scheduling all testing activities, providing necessary training to staff who are involved with testing, responsibility for storing, security, and proper return of testing materials, assisting with Title 1 responsibilities particularly the development of the Parent Involvement plan
Enright, Jim	Teacher, K-12	Network Manager - Duties and responsibilities include but are not limited to technology inventory, technology and technology related purchasing, submitting work orders for technology repairs, ensuring that staff and school have needed technology resources for meeting the goals of the program, providing technology related training to staff members, trouble shooting technology problems, setting up computers for school use
Borders, Claudia	School Counselor	Duties and responsibilities include but are not limited to reviewing student academic records, determining student academic needs and developing student academic plans, monitoring student progress, monitoring student attendance, meeting with students to review progress, communicating with parents, scheduling and participating in parent conferences, recording

Name	Title	Job Duties and Responsibilities
		student grades in FOCUS, assisting with student supervision, counseling with students, serving on behavior team
Rosario, Junisa	Psychologist	Duties and responsibilities include but are not limited to counseling of students with emotional/mental health issues, working with outside mental health agencies, taking a lead role with the Behavior Response Team, keeping the staff informed about relevant mental health issues, communicating with parents, advising teachers and staff on strategies for dealing with students experiencing emotional/behavioral challenges, supporting PBIS implementation, maintaining required documentation on students
James, Shirlie	Assistant Principal	Oversees our Auburndale location. Major duties and responsibilities include but are not limited to working with the instructional staff, scheduling students, ensuring that grades are input into student permanent records, supervision of students, student discipline, parent communication, promoting the school, carrying out teacher observations, facilities maintenance, communicating resource needs and other relevant issues to the principal, assisting with development of the SIP, monitoring of student progress toward academic goals, ensuring that report cards, Interim Reports, and other student reports are completed and distributed, supporting staff develop initiatives.
Thomas, Todd	Other	Behavior Interventionist - Duties and responsibilities include but are not limited to working with the administration to implement PBIS strategies and practices; working directly with teachers who are having classroom management issues.

Demographic Information

Principal start date

Friday 7/1/2016, John Wilson

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

25

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 4-12
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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 .	

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	30	17	15	42	54	36	15	8	3	220
Attendance below 90 percent	0	0	0	0	12	7	10	24	35	26	12	4	3	133
One or more suspensions	0	0	0	0	7	9	9	22	18	11	8	7	0	91
Course failure in ELA	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	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	10	10	28	38	25	9	7	3	136
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	10	10	32	46	20	10	6	2	145

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	14	11	12	36	49	29	13	7	3	174

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	0	7	5	19	21	16	4	3	1	76

Date this data was collected or last updated

Saturday 6/20/2020

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	
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	
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

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	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	
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

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	
	(0)	(0)	(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
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%
	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%
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

ESSA Federal Index	
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 Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
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%	2
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%	0
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%	0
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%	2
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%	2

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%	0
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%	0
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%	2
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%	2

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.

Student Attendance is an ongoing issue. As an alternative school geared towards students who are 2 or more grade levels behind, many of our students have lost interest in school, feel defeated, and have lost their motivation. Therefore, attending school is not a priority.

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 less than 90% of days in session 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. As an at-risk program whose target population is students who are 2 or more grade levels behind, many students come to us not only behind age-wise, but also behind in academic skills.

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 grade levels behind in school. We serve students beginning in 4th grade through high school and have been in operation for five years. While the goal of the school is for students to complete 2 years of curricula in each of the core subject areas in 1 year and advance 2 grade levels, a data component showing improvement over the last 5 years is the number of students not being retained in the same grade level. Actions taken in this area are the development of an academic goal plan for each student that clearly outlines for the student what he/she needs to accomplish over the course of the year along with short term target dates. Also, there is ongoing collaboration between counselors, teachers and administrators to address student needs, and there has been the implementation of a reward system for students when short term goals are met.

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

1. Student Attendance
2. Student academic performance as measured on statewide assessments

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

1. Improving student attendance. Students need to be in regular attendance to maximize academic performance.
2. Improving student academic performance.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Over 20% of REAL students are absent on a daily basis. Improved attendance helps to ensure that students are receiving the needed support and instruction to successfully complete the Edgenuity online curriculum that will help students get back to their correct grade level.

Measurable Outcome: At least 70% of REAL Academy students will be in attendance 90% or more of days in session. (This would be up from 60% in 2019 - 2020.)

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

Evidence-based Strategy: Increasing the level of parental support and involvement.

Rationale for Evidence-based Strategy: Research has shown that education is at its best and that students are more likely to succeed in school when schools and parents are working together. Involving parents on a regular basis with the school increases the likelihood that students will be in regular attendance and in turn improve academic performance.

Action Steps to Implement

1. Check attendance daily for students absent 10% or more of days in session.

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

2. Use Title 1 funds to provide a guidance counselor at each location in order to better meet the needs of students.

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

3. Follow district attendance policies working with social workers to notify parents and schedule conferences to discuss excessive absences and possible truancy.

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

4. Provide incentives to students who meet monthly attendance goals.

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

5. Schedule parent nights during the year to present information about REAL and about student progress. Use Title 1 funds to compensate staff for attending parent nights and to provide refreshments to participants.

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

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: The purpose of our school is to take students who are two or more grade levels behind in school and with the use of a self-paced, online curriculum, bring students back up to the correct grade level based on when the student started kindergarten. We serve a diverse group of students with many lacking in basic skills and motivation. Many have had little success in school. Strategies are needed that will help address areas of academic weakness, give students a sense accomplishment, enhance motivation, and give students a feeling that success in school is an achievable goal.

Measurable Outcome: The total percentage of students making learning gains in ELA and Math on state assessments will increase from 20 to 26%.

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

Evidence-based Strategy: The formal implementation of PBIS/MTSS, Positive Behavior Intervention and Supports, will continue during the 2020-2021 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 Steps to Implement

1. Continue implementation of PBIS practices using Title 1 funds as needed to provide substitutes for teachers to attend training and PLC's during the school day or to compensate teachers for attending meetings after hours.

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

2. Use Title 1 funds to continue access to the online programs MyPath and PathBlazer for the purpose of addressing and providing support for student weaknesses in Math and Reading. If needed, use Title 1 funds to provide substitutes so that teachers can receive training in the use of these programs.

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

3. Use Title 1 funds to provide high interest reading resources (books, weekly reading magazines) to students.

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

4. Use Title 1 funds to provide after school extended learning opportunities for students (teacher supplemental pay).

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

Additional Schoolwide Improvement Priorities

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

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: 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.

To build a positive school culture and environment REAL Academy will take the following steps and actions:

1. Parents will receive welcoming letter prior to the start of the year.
2. Parents are invited to visit each location during the school day.
3. Regular communication (not just for problems) with parents is an expectation of teachers and staff.
4. Parents will be invited to attend parent nights where they are able to speak with teachers and staff as well as receive information about the school. This is in addition to Open House.
5. A newsletter is sent out to parents 3 times a year.
6. A positive referral system is used to recognize students for "doing the right thing".
7. Students are called to the office and recognized when an academic goal is attained.
8. Early in the school year staff members will be given a climate survey in which they will be able to identify areas of concern. The office of Equity and Diversity is assisting in the development of this survey.
9. 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 identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources:
 - PBIS
 - DrumBeat - A program for developing leadership carried out by our school psychologist

In addition to the above, please see the attached Parent and Family Engagement Plan for other 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.

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: Culture & Environment: Student Attendance	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
Total:			\$0.00