

Polk County Public Schools

Real Academy (Reaching Every Adolescent Learner)



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	25
Positive Culture & Environment	30
Budget to Support Goals	31

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: 7/24/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 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	11
Planning for Improvement	25
Title I Requirements	0
Budget to Support Goals	31

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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 4-12	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	2019-20
Grade	I

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.

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	Position 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.
Rivera, Anel	Assistant Principal	Oversees our Eastside Haines City 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	Other	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 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.
Thomas, Todd	Behavior Specialist	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.

Name	Position Title	Job Duties and Responsibilities
Rice, Stacy	Other	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.

Demographic Information

Principal start date

Saturday 7/24/2021, 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

29

Total number of students enrolled at the school

270

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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	18	30	36	37	84	8	11	4	0	228	
Attendance below 90 percent	0	0	0	0	10	17	17	14	38	5	4	1	0	106	
One or more suspensions	0	0	0	0	6	5	7	2	10	0	1	0	0	31	
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 FSA ELA assessment	0	0	0	0	15	13	14	20	35	5	3	1	0	106	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	9	17	24	35	4	3	2	0	103	
Number of students with a substantial reading deficiency	0	0	0	0	15	22	21	14	35	3	2	0	0	112	

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	17	27	30	32	60	5	4	2	0	177	

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	11	9	18	10	24	3	2	2	0	79	

Date this data was collected or last updated

Thursday 6/24/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					61%	61%		54%	60%
ELA Learning Gains					58%	59%		52%	57%
ELA Lowest 25th Percentile					49%	54%		46%	52%
Math Achievement					61%	62%		55%	61%
Math Learning Gains					56%	59%		54%	58%
Math Lowest 25th Percentile					52%	52%		51%	52%
Science Achievement					52%	56%		48%	57%
Social Studies Achievement					79%	78%		85%	77%

Grade Level Data Review - State Assessments

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	2021					
	2019	0%	48%	-48%	58%	-58%
Cohort Comparison						
05	2021					
	2019	7%	47%	-40%	56%	-49%
Cohort Comparison		0%				
06	2021					
	2019	4%	48%	-44%	54%	-50%
Cohort Comparison		-7%				
07	2021					
	2019	3%	42%	-39%	52%	-49%
Cohort Comparison		-4%				
08	2021					
	2019	9%	48%	-39%	56%	-47%
Cohort Comparison		-3%				
09	2021					
	2019	0%	45%	-45%	55%	-55%
Cohort Comparison		-9%				
10	2021					
	2019	0%	42%	-42%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2021					
	2019	4%	56%	-52%	64%	-60%
Cohort Comparison						
05	2021					
	2019	3%	51%	-48%	60%	-57%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-4%				
06	2021					
	2019	0%	47%	-47%	55%	-55%
Cohort Comparison		-3%				
07	2021					
	2019	3%	39%	-36%	54%	-51%
Cohort Comparison		0%				
08	2021					
	2019	3%	35%	-32%	46%	-43%
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	45%	-45%	53%	-53%
Cohort Comparison						
08	2021					
	2019	3%	41%	-38%	48%	-45%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	54%	-54%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	4%	70%	-66%	71%	-67%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	57%	-57%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	50%	-50%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	53%	-53%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR testing was used during the school year to provide progress-monitoring data in reading and math for our students.

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			13%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17%	11%	
	Economically Disadvantaged	16%	12%	
	Students With Disabilities	25%		
	English Language Learners		13%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16%	7%	6%
	Economically Disadvantaged	19%	8%	6%
	Students With Disabilities	33%	20%	33%
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13%	10%	12%
	Economically Disadvantaged	7%	10%	12%
	Students With Disabilities			20%
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	33%	100%	100%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	17%	14%	12%
	Economically Disadvantaged	15%	6%	7%
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	17%		
	Economically Disadvantaged	25%		
	Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		100%	100%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD		15			11	27					
ELL	7	26	25	2	5	9					
BLK		10	18		5	10					
HSP	9	27	25	2	15	29	5				
WHT	4	17			17					10	

2021 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 2019-20	C & C Accel 2019-20
FRL	5	20	26	1	9	22	3	6			
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	15
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	42
Total Points Earned for the Federal Index	145
Total Components for the Federal Index	10
Percent Tested	80%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	11
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	15
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	6
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	19
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	10
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	15
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Student attendance is an ongoing issue. This circumstances of the past year with the pandemic and with many parents opting to keep their students at home for remote instruction exacerbated the challenge. 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 making attendance a low priority for many..

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

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.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students living in poverty; students who have experienced a lack of success in school; students lacking in motivation and who do not recognize the importance of education to their lives. We will continue in our development of a culture and climate that is welcoming, warm, encourages and recognizes success, and that gives students a reason to be in school.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The REAL Academy is an alternative program for students 2 or more grade levels behind in school. Rather than a school grade, we receive a School Improvement Rating. While REAL remains in the "Unsatisfactory" category of School Improvement ratings, from the 2016-17 school year to the 2018-19 school year REAL has shown steady improvement in the percentage of learning gains points earned in both ELA and Math.

What were the contributing factors to this improvement? What new actions did your school take in this area?

- >Implementation of an after school tutoring program
- >Implementation of a supplemental online program called MyPath to provide individualized remediation to students in reading and math based on STAR results
- >A focus on building positive relationships with students

What strategies will need to be implemented in order to accelerate learning?

- >Ongoing monitoring of student progress
- >Regular communication with parents
- >Implementation of a positive reward system to recognize student success
- >A continued focus on building positive relationships with students
- >Continued implementation of MyPath to provide remediation to students in reading and math

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development for the upcoming year will be:

- >Team building
- >Implementation of PBIS
- >Using MyPath and Odysseyware

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Implementation of either an extended day two days a week giving students the opportunity to work longer or tutoring during the school day providing additional support to students.

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.

Monitoring: Monitoring will be done through FOCUS attendance records.

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

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

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

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)

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)

Provide incentives to students who meet monthly attendance goals.

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

#2. Instructional Practice specifically relating to ELA

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 on state assessments will increase from 21% to 24%.
Monitoring:	STAR data will be used throughout the school year to monitor student progress in ELA.
Person responsible for monitoring outcome:	JOHN WILSON (john.wilson@polk-fl.net)
Evidence-based Strategy:	REAL Academy uses an online curriculum from Edgenuity to help students work at an accelerated pace that will put them on track to catch up to their correct grade level. MyPath is a supplemental program from Edgenuity that will take each student's STAR testing results and create a learning path for each student designed to address specific areas of weakness in Reading.
Rationale for Evidence-based Strategy:	The reason for selecting this particular program is that it compliments the curriculum already being used in the classroom. Evidence shows that the regular use of MyPath has resulted in increased student performance in reading.

Action Steps to Implement

STAR testing will take place at the start of the school. Student results will be imported into MyPath so that a learning path can be created for each student.

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

MyPath will be used weekly with students in ELA classrooms. Assistant Principals will be responsible for monitoring usage.

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

#3. Instructional Practice specifically relating to Math

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 Math on state assessments will increase from 19% to 22%.
Monitoring:	STAR data will be used throughout the school year to monitor student progress in Math along with performance in Edgenuity Math courses.
Person responsible for monitoring outcome:	JOHN WILSON (john.wilson@polk-fl.net)
Evidence-based Strategy:	REAL Academy uses an online curriculum from Edgenuity to help students work at an accelerated pace that will put them on track to catch up to their correct grade level. MyPath is a supplemental program from Edgenuity that will take each student's STAR testing results and create an individualized learning path designed to address specific areas of weakness in Math.
Rationale for Evidence-based Strategy:	Evidence shows that the regular use of MyPath (60 - 90 minutes a week) has resulted in increased student performance in Math. The reason for selecting this particular program is that it compliments the curriculum already being used in the classroom.

Action Steps to Implement

STAR testing will take place at the start of the school. Student results will be imported into MyPath and an Individualized learning path will be created for each student.

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

Students will use MyPath 60 - 90 minutes weekly in Math classrooms. Assistant Principals will be responsible for monitoring usage.

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

#4. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

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.

Measurable Outcome:

At least 55% of students who are with REAL for a full school year will progress two grade levels and at least 85% of students who are with REAL for a full school year will progress one grade level.

Monitoring:

Assistant Principals, Counselors, and Teachers will continuously monitor student progress in Edgenuity. Edgenuity provides reports that give minutes of student engagement and percentage of course activities completed.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

PBIS/MTSS, Positive Behavior Intervention and Supports, implementation will continue 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 improve the social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

Action Steps to Implement

Continued support will be provided to teachers and staff in the implementation of PBIS.

Person Responsible

Todd Thomas (todd.thomas@polk-fl.net)

Allocate school funds to obtain access to the online program Odysseyware for students at the 4th & 5th grade levels. Odysseyware provides curriculum in the areas of English/Language Arts, Math, Science, and Social Studies.

Person Responsible

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The above link does not list REAL Academy. REAL Academy will continue in its implementation of PBIS strategies for the purpose of ongoing improvement in the areas of culture, climate and student behavior.

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.

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

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

>Administration: Provide resources and support so that other staff are able to effectively carry out their duties and responsibilities; Promote family involvement by providing informative activities and by regularly communicating with parents; Maintain an up to date website and other social media to keep parents

informed; Build positive, encouraging relationships with students

> Teachers: Provide a supportive, safe and effective learning environment in which students receive ongoing assistance and support; Provide reasonable access to parents for conferencing about student grades, behavior, and progress; Regularly communicate with parents; Build positive, encouraging relationships with students

> Counselors: Build positive, encouraging relationships with students; Monitor student progress and regularly met with students to review status; Maintain communication with parents and arrange teacher/parent conferences as needed;

> Psychologist: Works with Assistant Principals and Counselors to identify students needing Tier 3 mental health support; Works with parents and students to provide interventions to identified students; Takes lead in the implementation of DrumBeat - a program for developing leadership among students.

> Behavior Interventionist: Instrumental in the implementation of PBIS/MTSS; Works with teachers and staff to develop positive relationships with students.

> Parents: Regularly check student progress on Edgenuity reports, interims, and report cards; Reinforce learning through active participation in school functions and parent conferences; Regularly talk to child about school and encourage good behavior, school attendance, and quality work.

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				\$75,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6120	100-Salaries	0921 - Real Academy	Title, I Part A		\$75,000.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$12,495.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	319-Technology-Related Professional and Technical Services	0921 - Real Academy	Title, I Part A		\$12,495.00
3	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$11,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	319-Technology-Related Professional and Technical Services	0921 - Real Academy	General Fund		\$11,100.00
Total:						\$98,595.00