Charlotte County Public Schools

The Academy

2021-22 Ungraded Schoolwide Improvement Plan

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The Academy

18300 COCHRAN BLVD, Port Charlotte, FL 33948

http://yourcharlotteschools.net/acad

Demographics

Principal: Deshon Jenkins

Start Date for this Principal: 10/30/2015

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 6-12
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* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: Maintaining 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide a unique, caring, and flexible learning environment that motivates students to take charge of their future success.

Provide the school's vision statement.

The Academy's vision is to help students graduate from high school prepared to transition into a post secondary pathway as a prepared citizen in our community.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

The Academy is an alternative high school that focuses on drop out prevention. A large percentage of our student population is economically disadvantaged and students with disabilities. We implement specific supports to provide a learning environment that encourages students to take charge of their future successes, specifically as they prepare to transition to a postseconday pathway. The supports we provide include: collaborative planning, PLC's, progress monitoring, testing awareness, progress reports, and rigorous, high-interest material that can be differentiated to support the needs of our students.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Blanchette, Jennifer	Instructional Coach	Professional development for teachers Provides instructional support and best practices resources to teachers
Ham, Jack	Principal	Instructional leader to all subjects areas Master Scheduling Data Analysis Textbook Manager Activities Community advocacy committee Finance and Budgeting Data Entry RTI/MTSS coordinators PPC PBIS SAT Supervise all drop out prevention programs
Greenwood, Rebecca	Assistant Principal	Facilities Crisis management

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Friday 10/30/2015, Deshon Jenkins

Number of teachers with professional teaching certificates?
22

Number of teachers with temporary teaching certificates?
0

Total number of teacher positions allocated to the school.
20

Total number of students enrolled at the school.
345

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
3

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	0	0	0	11	26	3	13	43	73	169
Attendance below 90 percent	0	0	0	0	0	0	0	10	14	1	5	27	37	94
One or more suspensions	0	0	0	0	0	0	0	7	7	0	1	13	11	39
Course failure in ELA	0	0	0	0	0	0	0	10	9	0	3	20	27	69
Course failure in Math	0	0	0	0	0	0	0	9	13	1	2	22	28	75
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	6	8	1	7	20	30	72
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	6	12	1	6	36	32	93
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	6	8	1	7	20	30	72

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	10	14	1	4	32	36	97

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	7	6	0	1	0	20	34
Students retained two or more times	0	0	0	0	0	0	0	4	3	0	1	5	4	17

Date this data was collected or last updated

Monday 8/23/2021

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	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	
One or more suspensions	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	
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	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	0	0	0	0	0	0	0	0	

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					62%	56%		62%	56%
ELA Learning Gains					54%	51%		57%	53%
ELA Lowest 25th Percentile					45%	42%		47%	44%
Math Achievement					64%	51%		67%	51%
Math Learning Gains					56%	48%		59%	48%
Math Lowest 25th Percentile					52%	45%		57%	45%
Science Achievement					72%	68%		74%	67%
Social Studies Achievement					80%	73%		80%	71%

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
06	2021					
	2019	0%	49%	-49%	54%	-54%
Cohort Comparison						
07	2021					
	2019	0%	46%	-46%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	13%	56%	-43%	56%	-43%
Cohort Comparison		0%				
09	2021					
	2019	6%	53%	-47%	55%	-49%
Cohort Comparison		-13%				
10	2021					
	2019	7%	52%	-45%	53%	-46%
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	0%	51%	-51%	55%	-55%
Cohort Comparison						
07	2021					
	2019	0%	62%	-62%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	47%	-47%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	0%	55%	-55%	48%	-48%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	38%	71%	-33%	67%	-29%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	78%	-78%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	48%	76%	-28%	70%	-22%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	10%	64%	-54%	61%	-51%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	21%	62%	-41%	57%	-36%

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				36			12	24		67	4
BLK										67	
HSP										71	10
WHT		17		3	31		16	32		63	12
FRL		17		3	21		25	34		61	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								25		55	4
HSP										32	
WHT	10	29		7	25		35	29		47	5
FRL	5	22			27		33	15		44	2
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

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	22
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	172
Total Components for the Federal Index	8
Percent Tested	70%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
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	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	22
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	21
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.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Clearsight was the progress monitoring tool used for the Economically Disadvangated subgroup.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

In reading, improvements were shown in the area of craft and structure of text including vocabulary and how word choice shapes meaning and tone. Data also showed improvement in how sections of text relate to each other as the whole. Teachers incorporated IXL reading into their classrooms to focus on these specific skills and much time was spent in guided reading and pre-teaching of new vocabulary.
In math, functions and and modeling showed the most improvment. Specifically, our data shows an increase in proficiency in the areas of solving linear equations and inequalities with one variable. Teachers use of close notes, guided practice and the "I do", "we do", "you do" model as well as implementation of IXL.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Based on FSA ELA Reading and Writing scores, Algebra I EOC scores and ClearSight progress monitoring data, the greatest need in reading continues to be identification of key ideas and details in both informational text and literature. In math, the greatest need is in the area of statistics and number systems which includes rational exponents and radical expressions as well as interpretation and analysis of data from graphs, charts and data sets.

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

In reading, our data reflects that students are grasping the higher level complexity of questions such as evaluating an argument in text, citing textual evidences, and comparing and contrasting events in text. In contrast, our data shows a trend that students perform lower on less complex tasks such as identifying themes, plot development, and inference of text.

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

At The Academy we need to implement a consistent progress monitoring calendar that will provide student data for our staff to review and use to drive instruction. We will use this data to identify the highest areas of concern in ELA and Math to increase learning gains. This strategy will allow teachers to maximize their instructional time in a block schedule. Furthermore, we will use cross curricular team teaching with our Science and Social Studies teachers to support the standards that have been identified as the highest areas of need.

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.

We hold bi-monthly collaboration meetings with the school's lead teacher and administration to review student data with teachers. The data is collected by informal assessments that are given weekly to all students. The informal assessments are designed to monitor the progress of student gains on the standards that were identified earlier in the school year. The staff also collaborates and discuss various best practices that they are using in the classroom.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Economically Disadvantaged	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The Academy's economically disadvantaged population is 100% based on CEP data. Being a majority of the students we serve, it is critical we implement all evidence-based strategies to support the academic growth of this ESSA subgroup. The Federal Index for the Economically Disadvantaged Students at The Academy is 19%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The Academy will increase learning gains by a combined score of 22 points in reading and math grades 6-12 in the school improvement rating.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	-collaborative planning - department-based focusing on math and ELA standards -Department Professional Learning Communities (PLCs) focused on use of curriculum maps and pacing guides to support the block schedule -progress monitoring -progress reports every 3 weeks -informative assessments in the ELA & Math classrooms
Person responsible for monitoring outcome:	Jack Ham (jack.ham@yourcharlotteschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Collaborative planning Professional Learning Communities Progress Monitoring - Clearsight, USATestPrep, Mastery Connect
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Collaborative planning is a commonly used strategy in several high performing districts like Sarasota and St. John's and is identified as a best practice by school leaders in both counties. Evidence level 3. Professional Learning Communities are cited by the Institute of Educational Sciences as an effective means of facilitating ongoing job-embedded professional development and discourse. Evidence level 3. Progress Monitoring- USA Test Prep and IXL have provided correlational evidence between success on progress monitoring assessments and achievement on statewide standardized assessments. Evidence level 3.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. PLC's -department heads will facilitate monthly PLC meetings to determine essential state standards that will support students' areas of weakness in order to close the achievement gaps in learning.

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

2. Progress monitoring - The Academy is taking a layered approach to progress monitoring encompassing 3 major components: Progress monitoring for math and ELA will be scheduled through Clearsight twice

per semester. Progress monitoring for science and social studies will be scheduled through USA Test Prep twice per semester. This data will be analyzed after each progress monitoring window by teachers, with the support of the lead teacher in order to guide instruction, remediation and interventions. In addition to progress monitoring, student classroom progress reports (based on course grades) will be printed and distributed to students every three weeks by the school's data technician. The MTSS team will meet every three weeks to review student data and select interventions to be implemented to support students who have grades below a C, attendance below 80%, and/or behavior concerns.

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

3. Testing awareness (for students) - Teachers will meet with students individually to review student's most recent state assessment results. Teachers and students will analyze their scores, determine their areas of strength and weakness, then set a goal of improving a minimum of one level. Teachers will conduct check-ins with students to help them track their progress toward meeting their goals.

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

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

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

5. Use of materials that are aligned to the state standards and:
-can be differentiated to the needs of the learners
-are rigorous
-are high interest

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

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. ESSA Subgroup specifically relating to Economically Disadvantaged	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The Academy's economically disadvantaged population is 100% based on CEP data. Being a majority of the students we serve, it is critical we implement all evidence-based strategies to support the academic growth of this ESSA subgroup. Students need diplomas in order to transition and plan for post secondary options.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The Academy will increase its graduation rate 6%, from 64% to 70%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Every 3 weeks the MTSS team collects data on student progress in the areas of academic grades, attendance, and behavior. Progress reports are sent home so parents/guardians remain informed of their student's progress toward diploma achievement. The MTSS team meets to discuss students and implement tiered interventions.
Person responsible for monitoring outcome:	Jack Ham (jack.ham@yourcharlotteschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	MTSS PBIS
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	MTSS and PBIS are required under IDEA and are implemented in over 25,000 schools in the United States. PBIS is a research driven holistic approach to behavior and discipline that impacts student achievement by keeping students in school, teaching positive behaviors, and reinforcing positive behavior to promote ongoing success. It relates to graduation rates, student performance, and closing the achievement gap as attendance is one of the highest correlated indicators to achievement. Evidence Level 2.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. MTSS - The MTSS team will meet to review student data including grades, attendance, and behavior in order to implement and track the success of tiered interventions. Priority will be given to students who fall within the CS&I subgroups: SWD, Hispanic, white, ED.

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

2. Student guided credit checks- the guidance counselor will meet with every class during the first quarter to guide students through a thorough credit check of their transcripts. This process will ensure students are on track with their credits earned towards completion of high school requirements and on-time graduation with their cohort.

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

3. Testing awareness/concordant testing opportunities- the guidance counselor will generate a list of students for upcoming state testing, distribute the list to teachers, who will remind students each class

period of their testing date, time, and location. Testing sessions will be promoted through flyers displayed around school to encourage participation and attendance of students.

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

4. PBIS - to overcome the barrier of poor attendance, the PBIS team will focus on encouraging students to attain an attendance rate of 80% or higher through use of daily, monthly, and quarterly student recognition.

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

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

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

6. Use of materials that are aligned to the state standards and:
-can be differentiated to the needs of the learners
-are rigorous
-are high interest

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

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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.

At The Academy, we ensure a positive school culture and environment is built and maintained through positive relationships with all stakeholders which begins at our interview process. Parents are present when students interview for an opportunity to attend our school. This one-on-one time with the principal allows parents to ask any questions about our school and establish a positive rapport with administration. Through a required orientation process, students and families are introduced to the culture, expectations, and the

mission of The Academy with the intention of building a solid foundation to support the needs of students. Families are also provided an overview of the year's activities and opportunities for involvement in family engagement activities and our School Advisory Council (SAC).

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

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

Our school promotes our family, school and community stakeholder relationships. The lead teacher will be responsible for organizing Title One events throughout the year. Resources to support the school's mission and the needs of our students will be gathered and disseminated through multiple platforms.

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

Administration - creating meaningful parent involvement, set consistent discipline, establish school norms that build value
Teachers and Staff - creating meaningful parent involvement, celebrate personal achievements and good behaviors (PBIS), model behaviors, engage students in a way that benefits them
Students - participation in school programs
Community members - collaboration with school throughout the year