Charlotte County Public Schools

The Academy

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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 post-seconday 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
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
Blanchette, Jennifer	Instructional Coach	Professional development for teachers Provides instructional support and best practices resources to teachers

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

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Demographic Information

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

Total number of students enrolled at the school.
213

Total number of teacher positions allocated to the school.
18

Number of teachers with professional teaching certificates?
18

Number of teachers with temporary teaching certificates?
0

Number of teachers with ESE certification?
5

Identify the number of instructional staff who left the school during the 2021-22 school year.
2

Identify the number of instructional staff who joined the school during the 2022-23 school year.
2

Demographic Data

Early Warning Systems

2022-23

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	13	18	7	25	55	88	206
Attendance below 90 percent	0	0	0	0	0	0	0	9	13	3	10	39	49	123
One or more suspensions	0	0	0	0	0	0	0	10	13	2	11	29	37	102
Course failure in ELA	0	0	0	0	0	0	0	12	15	2	14	38	55	136
Course failure in Math	0	0	0	0	0	0	0	12	14	3	16	38	54	137
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	7	8	3	5	16	38	77
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	7	7	3	6	16	22	61
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	2	0	1	1	5	10

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	13	16	4	17	45	64	159

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	4	2	1	0	1	28	36
Students retained two or more times	0	0	0	0	0	0	0	5	4	2	1	1	3	16

Date this data was collected or last updated
Tuesday 8/30/2022

2021-22 - 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	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	13	16	4	17	45	64	159

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	4	2	1	0	1	28	36
Students retained two or more times	0	0	0	0	0	0	0	5	4	2	1	1	3	16

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		45%	51%					62%	56%
ELA Learning Gains								54%	51%
ELA Lowest 25th Percentile								45%	42%
Math Achievement		30%	38%					64%	51%
Math Learning Gains								56%	48%
Math Lowest 25th Percentile								52%	45%
Science Achievement		40%	40%					72%	68%
Social Studies Achievement		37%	48%					80%	73%

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	2022					
	2019	0%	49%	-49%	54%	-54%
Cohort Comparison						
07	2022					
	2019	0%	46%	-46%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	13%	56%	-43%	56%	-43%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	0%	51%	-51%	55%	-55%
Cohort Comparison						
07	2022					
	2019	0%	62%	-62%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	47%	-47%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	55%	-55%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	38%	71%	-33%	67%	-29%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	78%	-78%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	48%	76%	-28%	70%	-22%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	10%	64%	-54%	61%	-51%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	21%	62%	-41%	57%	-36%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	9	20		7	10		12	25		76	3
BLK										79	13
HSP										70	13
MUL										64	
WHT	25			14	15		23	39		64	11
FRL	18	22		13	17		13	26		63	7
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

ESSA Data Review

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)	CSI
OVERALL Federal Index – All Students	22

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	174
Total Components for the Federal Index	8
Percent Tested	76%
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%	3
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%	0
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	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	27
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	3
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	22
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

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 related to the Areas of Focus?

The Academy's economically disadvantaged population for 21-22 was 100% based on CEP data. Being a majority of the students we serve, it was critical we implemented all evidence-based strategies to support the academic growth of this ESSA subgroup.

This progress monitoring of this Area of Focus was achieved by:
-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 reports every 3 weeks
-informative assessments in the ELA & Math classrooms

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

The data component that showed the most improvement was achievement in math for our white population. To focus on this area, one thing we were very intentional with was was the hiring of a new

math teacher. The final candidate we selected has a strong background in ESE, differentiated instruction, and small group learning. Additionally, the entire math department collaborated through PLC's that focused on the standards, pacing, resources, and best practices.

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?

Although our students showed great improvement in math, it still remains our greatest need of improvement. The subgroup data review identifies our students with disabilities as a problematic.

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

Our data shows that across grade levels, subgroups, and core content areas, students demonstrate low achievement in ELA and math. Students come into our alternative school already behind academically. They remain enrolled with us from 12-18 months and receive instruction from highly qualified teachers who do their best to close those learning and achievement gaps. However, the students struggle to meet the State requirements of earning their high school diploma and our graduation rate is negatively impacted.

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

With the limited time we have with our students, implementing effective strategies to accelerate learning is essential to their academic success and ultimately the earning of a high school diploma. Being an alternative high school, it is imperative that our teachers understand the type of learner we teach. In addition to to the learning gaps and low achievement, a high number of our students have experienced trauma. Many of our students are lacking supportive adults in their life. Therefore, we need to focus on strategies that will improve their academic achievement and emotional well-being. This includes a strong focus on the teaching of standards through engaging lessons that differentiate to meet the needs of students, paired with PBIS to increase attendance and participation in classes.

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

The professional development opportunities offered to support teachers and leaders will focus on improving student achievement and increasing our graduation rate. Our staff will attend the Simon Youth Foundation Conference as well as the Drop Out Prevention conference. These conferences provide sessions that specifically focus on the alternative student. Charlotte County Public Schools also offers professional development on the new math and English textbooks to support the teaching of the standards. Finally, the PBIS team participates in professional development to ensure PBIS is being implemented with fidelity at our school.

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The ESSA Federal Index reports that The Academy's students with disabilities has low math achievement (7% of this subgroup performed on grade level) and low reading achievement (9% if this subgroup performed on grade level).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The Academy has set the goal of: -improving the math learning gains by 1% and achievement of 2 points -improving the ELA learning gains by 1% and achievement of of 2 points.
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 - Chalktalk, IXL
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- IXL, Chalktalk, (MobyMax for middle school) programs have provided correlational evidence between success on progress monitoring assessments and achievement on SAT/ACT. 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 discuss essential state standards and resources 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 through FAST. Progress monitoring through Chalktalk. Progress monitoring for science and social studies will be completed with teacher-made

assessments aligned to the state standards. 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 core team (principal, assistant prinicpal, lead teacher, ESE liaison, dean of students, school social worker, and school psychologist) meet bimonthly. The MTSS team will meet every three weeks. These teams review student data and select interventions to be implemented to support students who have grades below a C.

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 progress monitoring results of FAST as well as previous FSA scores if the student will take the retakes. Teachers and students will analyze their scores, determine their areas of strength and weakness, then set a goal of improving. 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. To increase student attendance, weekly reports will be run to determine which students have high absenteeism and/or tardies. The assistant principal and school social worker will meet to review the data. They will then make phone calls home, schedule conferences, and/or home visits to support the students and their families with increasing their attendance rates and arrival to school on time so they receive the academic instruction needed to increase their learning gand student achievement.

Person Responsible   Rebecca Greenwood
(rebecca.greenwood@yourcharlotteschools.net)

The ESE liaison will ensure that every teacher has identified the ESE students on their rosters, and is aware of their accommodations. The ESE liaison will also be available for additional academic support and remediation of skills as students need it throughout the year.

Person Responsible   Michele Farnsworth
(michele.farnsworth@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.   n/a

Positive Culture & Environment
A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.
Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Weekly reports on attendance will be run and shared with administration, lead teacher, school social worker, dean of students, and ESE liaison. The data is put into an excel sheet and the assistant principal analyzes the data and identifies students who have fallen below the 90% attendance rate and/or have 5 or more tardies to school.

We also use these reports to identify students with high attendance rates. We then praise the students' success and celebrate their progress.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

The target are of attendance, the related data, and resulting action steps will be communicated through stakeholders in various ways.

To communicate with students and families, progress reports will be sent home every 3 weeks. These reports give attendance information along with the grades a student has earned. We announce the progress reports on our daily school announcements, through an automated phone call and text home to families, as well as an announcement on our Facebook page. We also hold semester events for families to come into the school, meet the staff, and get updates on their child's academic and attendance progress. We also have Student of the Month to highlight the success of our students (to be selected, a student must have a good attendance rate.) In addition, we highlight student success in the areas of attendance, grades, and behavior at PBIS quarterly Honor Roll celebrations. Twice a year, we also hold award ceremonies where families are invited to attend and celebrate their child. We moved these award ceremonies to the day to increase family attendance.

To communicate with staff, every 3 weeks we create a shared excel sheet with the attendance and grades of every student. Staff then conference with any student identified on the list as having low attendance and/ or grades, and praises students with good attendance.

To communicate with the community, our SIP is shared on our school website.

We also use LiveSchool to track student progress and share the results with students and families.

Describe how implementation will be progress monitored.

Implementation of our focus on attendance will be monitored in several ways.

The weekly attendance report will be checked by administration.

The sheet that is shared every 3 weeks will be monitored by administration to ensure that teachers are conferencing with students to either address the student's attendance issues or celebrate their good attendance.

The MTSS team will meet monthly to review the attendance data and provide support for students in Tier II and III.

The PBIS team will meet monthly to review the data and the schoolwide implementation of PBIS. '

The attendance rates at our semester Family Engagement events.

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.

Action Step	Person Responsible for Monitoring
Run data reports of attendance to share with staff. Identify students with attendance issues and those to celebrate.	Greenwood, Rebecca, rebecca.greenwood@yourcharlotteschools.net
Create meeting times for MTSS and PBIS to meet monthly to review data and provide supports/interventions.	Ham, Jack, jack.ham@yourcharlotteschools.net
Schedule family engagement events to encourage families to come to the school to meet staff and receive progress updates on their child.	Blanchette, Jennifer, jennifer.blanchette@yourcharlotteschools.net
Implement PBIS to reward good attendance.	Ham, Jack, jack.ham@yourcharlotteschools.net