

students

school

teaching

improvement

instruction

environment

family

community

collaborative

mission

vision

goals

strategic

planning

involvement

public

and

achievement

increased

relationships

building

needs

assessment

ambitious

strategies

resources

effective

leadership

supportive

problem

solving

step

zero

college

and

career

8-Step

public

and

mission

vision

2014-15 School Improvement Plan

Charlotte Technical Center

18150 MURDOCK CIR, Port Charlotte, FL 33948

[no web address on file]

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

73%

Alternative/ESE Center

No

Charter School

No

Minority

31%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

NOT GRADED

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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

Student Success

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

- Positive Behavior Intervention Strategies
- Weekly Student Orientation for new students enrolling at The Academy
- Monthly Student Assistance Team
- Every three weeks Student/Teacher one-on-one progress conferences
- Teacher data days
- 7 Habits competition among the student body
- Monthly student rallies
- Quarterly incentive based events celebrating student success
- ESE Liaison meets monthly with students
- "Grad Chats" with the student body to determine graduation status
- Teachers complete an online course on child abuse.

Describe how the school creates an environment where students feel safe and respected before, during and after school

- Administration and security meet students each morning and afternoon at the bus loop.
- Security and administration can be seen and accessed on campus all day.
- Each Friday student events held prior to school in the media center.
- Block scheduling is conducive to building student/teacher rapport.
- Students have equitable access to school social worker, guidance counselor, ESE Liaison, school resource officer, administration, and front office staff.
- The Academy has created a "Wolf Pack Den" in the front office for students to study, research, and plan their futures throughout the day.
- Each Friday, student events held prior to school in the media center.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Student protocol and procedures are explained to each individual student when interviewed and enrolled at The Academy.

Teachers implement and review school policies at the beginning of the year, including periodic review.

The Academy has a “three strike” system for discipline and dismissal purposes.

Through collaborative processes the staff developed the following school wide policies:

Student pass policy

Student Technology use policy

Attendance policy

Make-up work policy

Grading policy

Professional Dress policy

Teachers distribute PBIS (Positive Behavior Interventions & Support) Wolf Pack tickets during class time to reward students for their academic and behavioral performances in the classroom.

Teachers hold one-on-one conferences with students who have academic and behavioral concerns before writing discipline referrals.

Student concerns and interventions are documented in FOCUS in the Student Documentation Tab for all staff to view.

School expectations are reviewed at the school’s monthly Wolf Pack rally meetings.

Student referrals are documented in FOCUS followed with parent contact every time.

Professional Development for classroom management strategies and interventions are provided to the staff annually.

School paraprofessionals are in classrooms providing small group instruction that keeps students focus and engaged.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

- Students who may have social-emotional needs are addressed monthly during the school’s Student Assistant Team meetings.
- Staff was given an informative presentation by the school district’s Homeless Student Liaison, including how to contact them if we need them.
- Staff and students receive annual bully training from school administration and school SRO.
- Students individually meet with school guidance counselor to do a credit check and receive a graduation check list.
- School social worker serves as a liaison between students and community social service agencies.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The Academy uses data to identify those students who are identified with attendance, behavioral, and/or academic concerns. Our SAT(Student Assistance Team) meets regularly to discuss students who need immediate interventions. Identified students meet with the SAT team to identify why he/she is not being successful in school. Based on the student’s response, an academic/behavior improvement plan is created. Through a collaborative process and student approval, a plan of interventions and strategies will be used to improve his/her performance in school.

On Mondays the school administration, guidance counselor, and school social worker will analyze the schools attendance data. Students who are attending school less than 90% of the time, regardless of the excuse will be counseled by the committee and placed on an attendance contract. If little or no improvement in the student’s attendance rate, a parent conference is the next intervention. With

parent input and support, the next set of interventions (based on student need) are put in place. Once all school based interventions have been exhausted and attendance has not improved, The Academy contacts social agencies, like Lutheran Services, to provide assistance to the student and family. The Academy may also look at alternative program and services to service students who are experiencing taxing personal and economic challenges.

Students with multiple suspensions at The Academy are a priority. The Academy rarely suspends a student; it is usually due to a major infraction to the student code of conduct. At the second suspension, students are required to have a parent conference and are put on an integrity contract. The integrity contract assigns the student a mentor. The student must meet with their mentor daily to discuss any concerns or frustrations that the student may be experiencing. This proactive approach helps students develop character and personal responsibility with the support of a staff member.

The Academy also awards student for exhibiting positive behavior. When student displays improvements to his/her behavior, the student receives a Wolf Pack ticket. The Wolf Pack tickets give students an opportunity to win prizes and recognition at the monthly Wolf Pack rallies.

Each subject area has created a PLC (Professional Learning Community) for their department. The program planner and teachers create activities to "unpack the standards" in their particular course and subject areas. Teachers are understanding and aligning the standards to create lessons that are differentiated and individualized to improve student gains. The ELA and math paraprofessionals are members of the PLC to learn best practice and instructional strategies. During each period, our paraprofessionals are "floating" to each classroom to provide small group instruction for students who are having difficulty understanding the standards. The paraprofessionals are teaching the students strategies to further develop their math and reading skills.

Another benefit for the students is the 4X4 block schedule. In a 90 minute class period, teachers can identify struggling students and provide them with a more individualized approach to the standard. Students with a level 1 score in either English & Language Arts or Math are at a high priority; students at this level are at the highest risk of dropping out. To ensure this does not happen, students with a level 1 score will meet with guidance or administration to receive a one-on-one conference to discuss their academic and personal needs. Remediation will be determined by the student's data and The Academy's instructional coach will pull level 1 students for 60 minutes of one-on-one instruction weekly. She has developed energetic and engaging lessons to motivate and rejuvenate the students to refocus and work towards their personal gains.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	1	6	21	8	25	23	82	166
One or more suspensions	0	0	6	0	2	1	1	10
Course failure in ELA or Math	0	2	12	4	13	16	25	72
Level 1 on statewide assessment	1	4	25	3	14	14	11	72

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	8	38	11	27	61	106	252

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The Academy has several committees that analyzes a variety of data to improve the academic success of students. Using data from Performance Matters, Focus, School Portal, and formative classroom assessments, the staff identifies struggling students. Students in need of academic support will receive multiple interventions at The Academy such as:

One-on-one student/teacher remediation

Student conferences

Parent conferences

Differentiated instruction

Opportunities for Family and Community Involvement and interactions

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/51662>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The Academy developed a Community Advocacy Committee (CAC) during the 2014-15 school year. The purpose of the committee is to bring together district and school leaders, staff, parents, students, local businesses, and social agencies to address the financial and social needs of the student population. The committee will identify businesses and agencies that are willing to support students through community based learning projects, volunteerism, and job shadowing. This will allow students to become active members of their community and have a sense of ownership and responsibility while developing interpersonal skills needed to be successful. The CAC will not only work as an advocacy group but allow students to find ways to give back to the community. The CAC will meet quarterly to discuss current and future partnerships based on the students and community's needs.

The Academy has several fundraisers throughout the year help students in a variety of ways. The biggest event is the Wolf Pack golf outing in September. This event brings together local businesses and community members together to celebrate student success. The golf outing also provides The Academy an opportunity to share how the funds are benefitting the students while expressing gratitude to community partners.

Annual visits to the Kiwanis and Rotary club is another way The Academy builds relationships in the community. Each fall, the school principal, Jack Ham, meets with the local Kiwanis and Rotary clubs in Charlotte County to update and discuss the current programs and events at The Academy. Mr. Ham gives a presentation that shares the successes of each program at The Academy. Over the past two years, these speaking engagements have brought more community members to The Academy and encouraged some to volunteer.

The Academy has have another unique and fortunate relationship with the Simon Youth Foundation (SYF). For over a decade, the SYF has graciously provided space in the mall at no cost to Career Quest

program. The program provides students, who need a more flexible schedule for work related reasons, an opportunity to obtain a high school diploma. The SYF has also provided The Academy with valuable resources and connections to the community which gives students volunteer and job opportunities. Annually, SYF provides multiple students with scholarships to achieve their post-secondary educational goals.

Each quarter, The Academy holds a family night for students and their families. It is another way The Academy is able to bring in community businesses and agencies to our students and families. Family nights are a huge success for families, especially for those who are in need of support. Jobs, financial assistance, medical assistance, family counseling, and assistance are various ways families are supported.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Ham, Jack	Principal
Guzzo, Tony	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Jack Ham Principal
 Tony Guzzo Assistant Principal
 Academic Integrity
 Academy daily processes
 Academy official Media contact
 Activity Day class time changes
 AESOP
 Approve/Deny staff Leave Requests
 Attendance
 Assign & supervise duties of staff
 Business Partnerships
 Busses
 Awards events
 Capital Outlay requests
 Budgets
 Career Quest
 Community liason for The Academy
 Crisis Management Liaison
 Coordinate filling staff vacancies
 CTC Liaison
 Curriculum
 Custodians
 Data Entry
 Driver License Compliance
 District Supplements

Emergency Lesson Plans
FTE
ESE
Graduations
Events & Scheduling Weekly Meetings
Guidance
Facilities & Work Orders
HOPE
Facility Usage
Interviews of Potential Academy Staff & Students
Field Trips
Junior Class
Florida Graduate Grant Coordinator
Mission & Vision
Florida Graduate Grant Treasure Hunter
NET program for new teachers
Interviews of potential Academy students
Newsletters article
Keys
Open House(s)
Lunch Supervision
Parent Involvement
Master Schedule
Partnership Council (PPC)
MTSS Student Behavior Modification processes
PASS
OJT
Pizza with the Principal - Monthly
PBS - Lighthouse Leadership Advisor
Program Planner Meetings
Referrals & Strikes
Review any & all written communication The Academy
School Crisis Plan & Evacuation Routes
SAC
SEA & AAP
Senior Class
Security Meetings & Coverage
Sign student withdrawals and reassignments
SERT Representative
Staff Development & Inservice
Staff Handbook
Staff Weekly Newsletter
Student Progression Plan (SPP)
Student Activities
Student Success Plan (SSP)
Student Assistance Team (SAT)
Summer Enrichment
Student Parking
Support Staff evaluations
Teacher Evaluations
Technology
Testing

Wolfpack Rallies
Title 1

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Academy is the alternative high school that hosts a variety of programs that address the needs of the students in Charlotte County Public Schools. School administration divides and facilitates leadership equally among The Academy and its' programs. Teacher evaluations and curricular needs are match with either the principal or assistant principal for the school year. Through program planner and department meetings staff is able to address personnel, instructional, curricular, and student needs. Discussed within the meetings are strategies and methods to maximize students gains through standards based and differentiated instruction.

The Coordination of funds for services and programs needed at The Academy goes through school administration. When there are programs, services, or other needs requested by staff they are to request those through administration. When the staff requests are approved by administration the source of funds are allocated through a variety of sources. Most supplemental materials are funded through the Title I grant. Other funds will be provided through the principal's discretionary funds, fundraising, or another source that is designated for those specific needs.

The Principal of The Academy, Jack Ham is responsible for the school budget. He meets with Marja Rash, her confidential secretary, weekly to oversee the school budget. The schools Partner and Performance Committee (PPC) meets on a monthly basis to also overview the school's budget and the use of funds for school based needs. Staff needs are also discussed monthly at staff, program planner, and department meetings. Any needs, resources, or issues are addressed and solved based on the highest need.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Lisa Day	Parent
Deven Seibert	Teacher
Lexi Robinson	Parent
Ashley Babcock	Parent
Samantha Wright	Parent
Selena Rodriguez	Parent
Chris Stephenson	Education Support Employee
Anthoni Magnane	Student
Jack Ham	Principal

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The current SAC team will evaluate last year's plan to better understand the process of developing a SIP.

Development of this school improvement plan

Using last year's SIP plan the current SAC team will make recommendations for this year's SIP.

Preparation of the school's annual budget and plan

The SAC committee will meet with Jack Ham to discuss the annual budget and the SIP plan for the school year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A None allocated in 2013-14 School Year

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Each student is interviewed before being accepted as a student at The Academy. During the interview the parent or guardian must be present to help make the educational decision for their child. When a student is accepted the parent or guardian will be given a flyer explaining the SAC and how they can be a member.

The Academy's principal will make an all call to the parents and guardians of our students requesting that they participate in the school SAC.

The Academy is having quarterly family nights and events for the students and their families. During the events we will try and get parents to join the SAC team.

The school is going to look at the demographic break down of our student body and invite parents who can help diversify the SAC team.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Ham, Jack	Principal
Baker, Matt	Teacher, K-12
Bernicchi, Michael	Teacher, K-12
Coleman, Karen	Other
Grant, Josh	Teacher, K-12
Thomas, Kim	Teacher, K-12
Garlick, Debra	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Periodic meetings where staff will discuss observations of student reading behaviors and school-based reading strategies to be implemented by other staff members. Members share best practices

at ELA department meetings; the program planner then shares periodically a select few of these to the entire school faculty at staff meetings.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Department meetings
Staff meetings
Program Planners meetings
On site professional development
Professional Learning Committees (PLC's)
Social committee-Plans and organizes staff gatherings
Team Teaching/Interdisciplinary lessons

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We are continuously focused on recruiting and retraining highly qualified, effective, and certified-in-field-teachers. The principal, Jack Ham and assistant principal, (TBA) are responsible for the recruitment and retention of highly qualified teachers.

Teachers who are not currently certified in the courses they are teaching are encouraged by administration to seek getting certification before the end of the school year. School administration guides the teachers to seek district and school support to understand to prepare for their certification. Those teachers who are certified are provided multiple professional development opportunities to maximize their instruction.

Teachers who are highly effective at The Academy are asked by the administration to share their "best practices" with their colleagues. Staff is encouraged to do this at staff, program planners, and department meetings. This collaboration by the staff has been found to improve teachers who may need improvement or qualified.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Together with the district The Academy has all its new teachers participating in the Charlotte County Public Schools NET program (New Educator Training). New teachers participate in a two day in-service before the start of the school year hosted by the district's professional development department. Over two days new teachers are educated in district philosophy, vision, and mission. Furthermore, teachers are introduced to innovative classroom management skills, instructional strategies, district curricula, and the teacher appraisal process.

Next, teachers report to The Academy to be introduced to our school based policies. At that time each teacher is assigned a peer teacher from our staff to be their year long mentor. Throughout the school year NET teachers meet with their mentor monthly to document artifacts and build a portfolio exhibiting growth and understanding of the district and school's curricula.

The Academy has also developed a "buddy system" for those teachers who are not NET teachers but new to The Academy. These teachers do not have to complete the NET portfolio but need a better understanding of The Academy's mission and vision. To help our new school based teachers they are paired with a teacher who is a veteran teacher at The Academy. It is understood that the "buddy" teacher will be accessible throughout the school year to help our new teachers be successful.

Included in our school mentoring plan is the development and implementation of school PLCs. The Academy has introduced a PLC for the teacher evaluation system. These monthly meetings allow new teachers to slowly and effectively gain a better understanding of how they are

evaluated. Also, The Academy has put a PLC for our PBS or Positive Behavior System that provides school wide incentives. While participating in the PBS PLC new teachers will be introduced to creative classroom management skills for their classrooms.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Each department this year has been required to align their instruction with the standards in CPALMS. Based on the course teachers are pacing their courses with the standards using CMAPS. With the help of their CMAPS teachers are now able to align their textbooks and supplemental materials to the standards in their daily lessons

To further ensure that the instruction at The Academy is matching the Florida standards each department meets monthly to discuss their courses and the pacing of their CMAPS. We have also asked for the assistance of our Curriculum and Instruction specialists to meet with our teachers as needed to provide resources and the necessary guidance to ensure we using our textbooks and resources effectively.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

- school organizes by department to examine testing/EOC results for tracking student progress/tutoring needs
- departments utilize paraprofessionals in small group/individual settings based on needs determined by data/test results
- students tutored in small group setting to enhance test-taking skills
- emphasis on cross-curricular material and instruction to aid in skills needed on assessments
- students offered practice on multiple testing platforms, including USA Test Prep, Edgeinuity, and Fast Forward
- Staff uses resources like School Portal to examine student data during SAT meetings

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 4,800

A month-long summer program is offered to at-risk students.

Strategy Rationale

The goal is to provide remediation and coaching to retrieve course credits. The intensive nature of the material presentation is geared to students in need of heavy skill instruction and remediation. Additionally, field trips allow students the chance to visit local college campuses and explore opportunities for continued education.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ham, Jack, jack.ham@yourcharlotteschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Statistics on class progress, course completion, and a tracking of time spent on task

Strategy: Extended School Day

Minutes added to school year: 0

Digital Resources: Students have an opportunity to use a number of digital resources toward course completion and test preparation.

Strategy Rationale

Students can use these resources for intensive remediation, course completion, credit retrieval, and test preparation, using programs such as Fast Forward, USA Test Prep, Edgenuity, and Apex. The intensive nature of these programs emphasizes skills the students need to hone to be successful on standardized tests.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ham, Jack, jack.ham@yourcharlotteschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The program generates much the same material as a standard classroom; additionally, new digital aides create detailed reports of strengths and weaknesses for each student in preparation for the test.

Strategy: After School Program

Minutes added to school year: 480

Family Tech Night: The Academy's tech labs are open for student and family use.

Strategy Rationale

Families can use this resource to utilize digital school resources, including but not limited to: FOCUS, on-line texts, email, job applications/resumes, clerical/continuing educational work (FAFSA), etc.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ham, Jack, jack.ham@yourcharlotteschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Varied, depending on the needs of individual students/families.

Strategy: After School Program

Minutes added to school year: 0

SNAP - Students in Need of a Pathway: Individual and small-group tutoring in preparation for GED test prep

Strategy Rationale

SNAP provides intensive remediation for students who need it while they prepare for the GED, usually while on the Performance-Based Diploma pathway to graduation.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ham, Jack, jack.ham@yourcharlotteschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The coursework generates data much the way regular classroom instruction does; additionally, new digital curriculum provides data to the instructor/tutor on the progress of each student and the odds of successful test completion.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students upon interviewing at the Academy choose a college or career pathway:

CTC

College

Military

Career

Pass program(middle school) to high school

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Career Source- job placement agency

CTC- industry certification

ASVAB- military

Simon Foundation- college scholarships

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

CTC- automotive, LPN, early childhood education, criminal justice, digital gaming, culinary, carpentry drafting, firefighter

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The Academy and Charlotte Technical Center (CTC) developed an opportunity for all of our middle school students in the PASS program take a course at CTC. The students had the opportunity to choose Automotive, Carpentry, or Administrative Assistance. These students will have the ability to complete middle school and transition into The Academy and still keep their CTC course and obtain industry certification.

CTC has given all students an opportunity to shadow courses they may be interested in. If students are interested they will meet with the CTC career and tech specialists to discuss admissions to the applicant.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

The Academy is taking a hard look at curriculum this year. The specific strategies to improve student learning are:

Using time efficiently (bell to bell)

Using processes (such as Pass and to reduce interruptions to learning)

Extending options for learning via digital resources to supplement in areas of needed improvement or emphasis. Two examples are Khan Academy in Math, and

USA Test Prep for all core area subjects.

Academy students are encouraged to register for the ACT. WE provide them study materials in both Math & ELA for the ACT test. They are assisted in registering

and we ensure they use the voucher process to pay for the test if they are on free and reduced lunch.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The goal of The Academy is to improve student learning gains in reading and math. Using data and standard based instruction 70% of the students at The Academy will make learning gains in reading and math in the 2014-2015 school year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. The goal of The Academy is to improve student learning gains in reading and math. Using data and standard based instruction 70% of the students at The Academy will make learning gains in reading and math in the 2014-2015 school year. 1a

 G051898

Targets Supported 1b

Indicator	Annual Target
Math Gains	70.0
ELA/Reading Gains	70.0

Resources Available to Support the Goal 2

- Instructional Coach - digital curriculum (USA Test Prep, Edgenuity, Fast Forward, etc) - Paraprofessionals within the classroom (small group instruction) - differentiated instruction - instructional data days - periodic progress reports (1 progress report every three weeks) - school portal to analyze data - weekly grade/attendance reports - student counseling/admission interview process - parent conferences -department Professional Learning Committees

Targeted Barriers to Achieving the Goal 3

- Students come into The Academy with limited math skills and knowledge of the basic math standards.
- Students come into The Academy with limited reading skills and knowledge of the basic reading standards.
- Our students historically have a high absence rate due to socioeconomic conditions, family conditions, homelessness, or other life altering situations.

Plan to Monitor Progress Toward G1. 8

Results from ACT, PERT, EOCs, Reading FCAT retakes, FSAs, and classroom-based assessments.

Person Responsible

Jack Ham

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Department PLCs will take a systematic approach to analyzing data. Each subject area will develop common pre and post assessments used to get a diagnostic understanding of their students' abilities. Furthermore, department PLCs will use school portal to pull all the previous data on their students FCAT, EOC, PERT, and ACT scores. This data will help teachers not only focus on all of the standards but also highlight the ones in which our students struggle comprehending. Monthly, PLCs will focus on their classroom assessments to evaluate student progress on their mastery of the standards. Teachers will include paraprofessionals within the classroom for small group and individualized instruction. To assist the staff, The Academy's Partner and Performance Council (PPC) will discuss the variety of professional development and supplemental materials that will assist staff in better understanding and teaching of the standards.

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. The goal of The Academy is to improve student learning gains in reading and math. Using data and standard based instruction 70% of the students at The Academy will make learning gains in reading and math in the 2014-2015 school year. **1**

 **G051898**

G1.B1 Students come into The Academy with limited math skills and knowledge of the basic math standards. **2**

 **B130585**

G1.B1.S1 Teachers and paraprofessionals with the guidance of the instructional coach will develop small group and individualized instruction based on the students. The students will also use USA TestPrep, Algebra Nation, and consumable materials to supplement instruction. **4**

 **S150204**

Strategy Rationale

Our low level students have proven to make learning gains when given small group and individualized instruction.

Action Step 1 **5**

Department PLCs have developed a schedule for the paraprofessionals to rotate throughout The Academy's ELA classes.

Person Responsible

Jack Ham


Schedule

Monthly, from 8/18/2014 to 6/5/2015


Evidence of Completion

The Program planners for each department will present a copy of the schedule to the principal each month at the program planners meeting.

G1.B2 Students come into The Academy with limited reading skills and knowledge of the basic reading standards. **2**

 B138224

G1.B2.S1 Teachers and paraprofessionals with the guidance of the instructional coach will develop small group and individualized instruction based on the students. The students will also use USA TestPrep, Edgeunity, and consumable materials to supplement instruction. **4**

 S150206

Strategy Rationale

Our low level students have proven to make learning gains when given small group and individualized instruction.

Action Step 1 **5**

Department PLCs have developed a schedule for the paraprofessionals to rotate throughout The Academy's Math classes.

Person Responsible

Jack Ham

Schedule

Monthly, from 8/18/2014 to 6/5/2015


Evidence of Completion

The Program planners for each department will present a copy of the schedule to the principal each month at the program planners meeting.

G1.B3 Our students historically have a high absence rate due to socioeconomic conditions, family conditions, homelessness, or other life altering situations. **2**

 B138225

G1.B3.S1 The Academy's Student Assistance Team (SAT) pulls the school's attendance data on a weekly basis to identify those students who are not attending school regularly. Students who are not coming to school consistently are put on an attendance contract that explains the value of coming to school daily. If the student's attendance does not improve the SAT will conduct a parent conference to discuss interventions with the student and family to improve attendance. **4**

 S150209

Strategy Rationale

There is a correlation of grades and attendance. Those students who attend school regularly are found to be more successful and make learning gains.

Action Step 1 **5**

The school's Student Assistance Team pulls the school's student attendance rate weekly.

Person Responsible

Jack Ham

Schedule

Weekly, from 8/18/2013 to 6/5/2015

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Department PLCs have developed a schedule for the paraprofessionals to rotate throughout The Academy's ELA classes.	Ham, Jack	8/18/2014	The Program planners for each department will present a copy of the schedule to the principal each month at the program planners meeting.	6/5/2015 monthly
G1.B2.S1.A1	Department PLCs have developed a schedule for the paraprofessionals to rotate throughout The Academy's Math classes.	Ham, Jack	8/18/2014	The Program planners for each department will present a copy of the schedule to the principal each month at the program planners meeting.	6/5/2015 monthly
G1.B3.S1.A1	The school's Student Assistance Team pulls the school's student attendance rate weekly.	Ham, Jack	8/18/2013		6/5/2015 weekly
G1.MA1	Results from ACT, PERT, EOCs, Reading FCAT retakes, FSAs, and classroom-based assessments.	Ham, Jack	8/18/2014	Department PLCs will take a systematic approach to analyzing data. Each subject area will develop common pre and post assessments used to get a diagnostic understanding of their students' abilities. Furthermore, department PLCs will use school portal to pull all the previous data on their	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				students FCAT, EOC, PERT, and ACT scores. This data will help teachers not only focus on all of the standards but also highlight the ones in which our students struggle comprehending. Monthly, PLCs will focus on their classroom assessments to evaluate student progress on their mastery of the standards. Teachers will include paraprofessionals within the classroom for small group and individualized instruction. To assist the staff, The Academy's Partner and Performance Council (PPC) will discuss the variety of professional development and supplemental materials that will assist staff in better understanding and teaching of the standards.	
G1.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The goal of The Academy is to improve student learning gains in reading and math. Using data and standard based instruction 70% of the students at The Academy will make learning gains in reading and math in the 2014-2015 school year.

G1.B1 Students come into The Academy with limited math skills and knowledge of the basic math standards.

G1.B1.S1 Teachers and paraprofessionals with the guidance of the instructional coach will develop small group and individualized instruction based on the students. The students will also use USA TestPrep, Algebra Nation, and consumable materials to supplement instruction.

PD Opportunity 1

Department PLCs have developed a schedule for the paraprofessionals to rotate throughout The Academy's ELA classes.

Facilitator

Debra Garlick

Participants

Members of the ELA, Social Studies, and Partical Art departments.

Schedule

Monthly, from 8/18/2014 to 6/5/2015

G1.B2 Students come into The Academy with limited reading skills and knowledge of the basic reading standards.

G1.B2.S1 Teachers and paraprofessionals with the guidance of the instructional coach will develop small group and individualized instruction based on the students. The students will also use USA TestPrep, Edgeunity, and consumable materials to supplement instruction.

PD Opportunity 1

Department PLCs have developed a schedule for the paraprofessionals to rotate throughout The Academy's Math classes.

Facilitator

Debra Garlick

Participants

Members of the Math and Science departments.

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The goal of The Academy is to improve student learning gains in reading and math. Using data and standard based instruction 70% of the students at The Academy will make learning gains in reading and math in the 2014-2015 school year.

G1.B3 Our students historically have a high absence rate due to socioeconomic conditions, family conditions, homelessness, or other life altering situations.

G1.B3.S1 The Academy's Student Assistance Team (SAT) pulls the school's attendance data on a weekly basis to identify those students who are not attending school regularly. Students who are not coming to school consistently are put on an attendance contract that explains the value of coming to school daily. If the student's attendance does not improve the SAT will conduct a parent conference to discuss interventions with the student and family to improve attendance.

PD Opportunity 1

The school's Student Assistance Team pulls the school's student attendance rate weekly.

Facilitator

Jack Ham

Participants

All Academy teachers, Guidance Counselor, ESE Liaison, Social worker, school nurse, and administration.

Schedule

Weekly, from 8/18/2013 to 6/5/2015

Budget Rollup

Summary	
Description	Total
Grand Total	0