

Charlotte County Public Schools

The Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

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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. The Department 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.

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.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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
Irons, Zach	Assistant Principal	AP Curriculum Instructional leader to all subjects areas Progress monitoring Testing coordinator Facilities Crisis management

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

An invitation was sent to program planners and school leadership members to participate in the development of this year's SIP plan. The district school improvement coordinator also participated.

2022-23 Minority Rate	37%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	
School Improvement Rating History	2021-22: MAINTAINING 2020-21: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	4	15	19	
One or more suspensions	0	0	0	0	0	0	0	1	7	8	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	7	7	
Course failure in Math	0	0	0	0	0	0	0	0	5	5	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	3	14	17	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	1	10	11	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	3	14	17	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	9	13	123	
One or more suspensions	0	0	0	0	0	0	0	10	13	102	
Course failure in ELA	0	0	0	0	0	0	0	12	15	136	
Course failure in Math	0	0	0	0	0	0	0	12	14	137	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	7	8	77	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	7	7	61	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	1	2	10	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	13	16	159

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	4	2	36
Students retained two or more times	0	0	0	0	0	0	0	5	4	16

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	9	13	22	
One or more suspensions	0	0	0	0	0	0	0	10	13	23	
Course failure in ELA	0	0	0	0	0	0	0	12	15	27	
Course failure in Math	0	0	0	0	0	0	0	12	14	26	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	7	8	15	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	7	7	14	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	1	2	3	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	13	16	29

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	4	2	6
Students retained two or more times	0	0	0	0	0	0	0	5	4	9

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

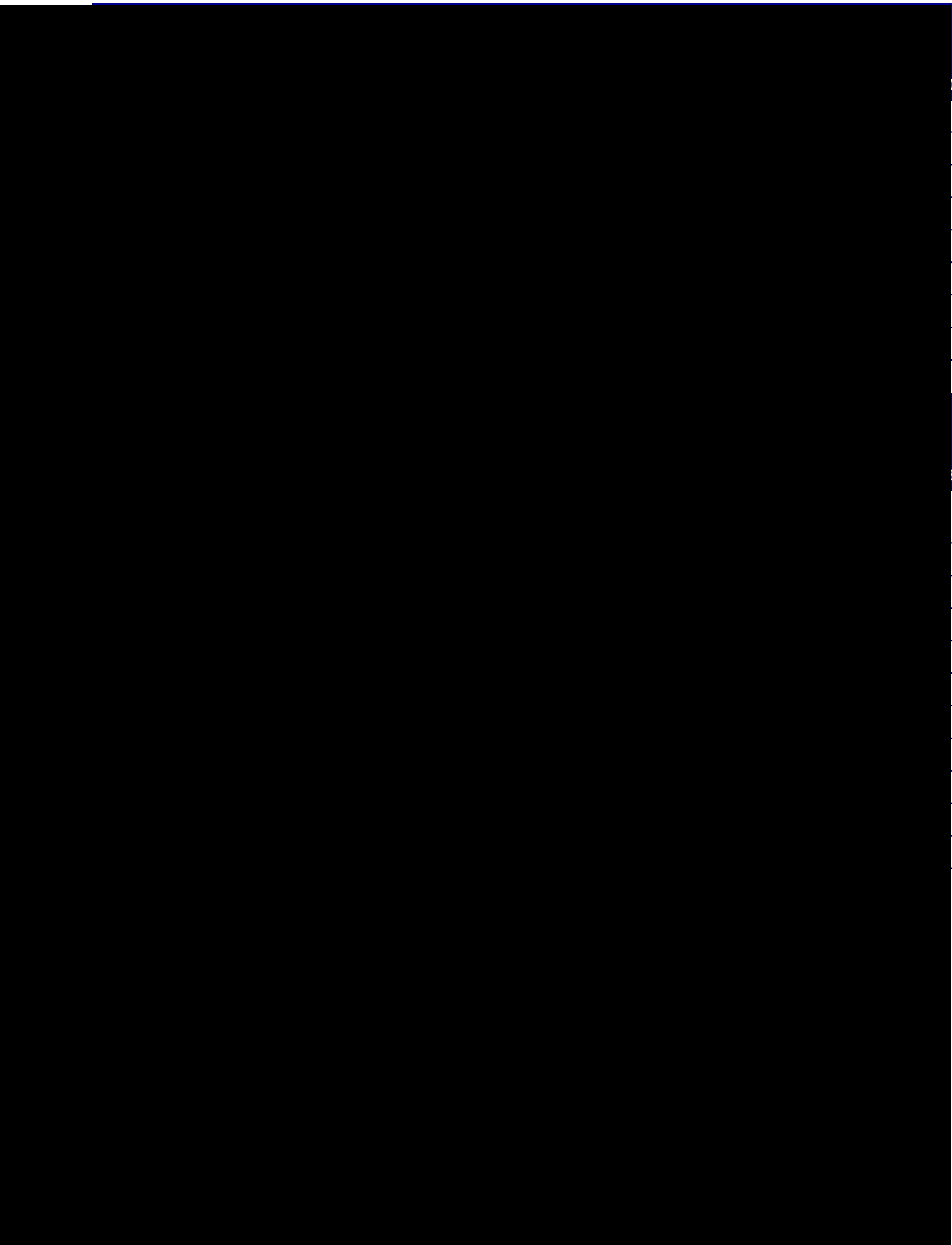
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	14			0			5		
ELA Learning Gains	22			19			28		
ELA Lowest 25th Percentile									
Math Achievement*	8			2			4		
Math Learning Gains	17			29			19		
Math Lowest 25th Percentile									
Science Achievement*	13			19			24		

Accountability Component	2022			2021			2019		
	School	District							

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ELP Progress	
0	

ELP Progress	
3	

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our college and career readiness data showed the lowest performance. Contributing factors include the lack of course offerings that address these areas due to The Academy's focus on CORE academics for graduation requirements. Historically this has been a trend for several years.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math learning gains showed the greatest decline from the prior year. There was an inconsistency in instruction from a certified teacher due to unforeseen circumstances.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math achievement had the greatest gap as compared to the state average. Factors that contributed to this gap include the deficits in math achievement of students that apply and are accepted to The Academy. There is a lack of prior knowledge and mastery of basic skills in many of the students that attend The Academy. There is a tendency in math instruction to teach students at their current level in lieu of the level to be successful on state assessments.

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

There was a 13% increase in ELA achievement as compared to the previous year. There was a focus on critical concepts and exposure to standardized test questions and format. Teacher/student relationships and connections were extremely strong.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Daily attendance rate

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

1. The percentage of students that were present for testing needs to increase
2. Overall attendance rate needs to increase
3. Learning gains for SWD, WHT and FRL needs to increase
4. More opportunities for college and career readiness
5. Increase in parent engagement and participation

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increase daily attendance rate

Rationale: Our achievement levels will improve by increasing the number of students present on a daily

By When: The end of each quarter of school. October 2023 December 2023 March 2024 May 2024

PBIS team will develop the plan to reward student attendance and share that plan with staff for implementation. A member of the PBIS team will provide attendance data review to the staff on a monthly basis.

Person Responsible: Cassandra Silvers (cassandra.silvers@yourcharlotteschools.net)

By When: End of each calendar month

Consistent implementation of The Academy student contract that includes positive rewards as well as the steps for progressive discipline.

Person Responsible: Deshon Jenkins (deshon.jenkins@yourcharlotteschools.net)

By When: Every three weeks of the school year

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The overall federal index for SWD, WHT and FRL needs to increase to 41% or higher.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on 23-24 end of year data, The Academy will achieve an overall federal index of 41% for sub-categories of SWD, WHT and FRL. Students will make at least a 2% learning gain in ELA and Math on Progress Learning assessments 3x per semester.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progress Monitoring Testing will take place three times per semester (Progress Learning) and data will be reviewed by content area departments after each assessment. State assessment data will also be reviewed once scores are received. CORE team will review sub-group data to determine and track student progress toward the overall 41% goal. In order to measure our progress internally, we will track student learning gains at each progress monitoring administration. Students who are not progressing toward the 2% learning gains in ELA and/or Math will receive additional supports to include, but not limited to: small group instruction, researched-based intervention resources assigned on an individual basis, etc.

Person responsible for monitoring outcome:

Deshon Jenkins (deshon.jenkins@yourcharlotteschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Progress Learning for all four content areas three times per semester

IXL for ELA remediation

We will purchase a math remediation tool once the state releases the approved list of Tier 2 and Tier 3 resources.

The Academy will begin the process of implementing an Entrepreneurship Program that will positively impact our College and Career Readiness Score.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our three identified subgroups, SWD, WHT and FRL were identified as our area of focus and in need of improvement in areas that impact our overall federal index. Evidence-based interventions were selected in order to regularly progress monitor student generated data that will progress us to the overall goal of 41%. Upon review of our ESSA data, it became apparent that our score could be positively impacted by addressing our College and Career Readiness Score. We will address this rationale in an action step.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Purchase a math evidence-based remedial intervention resource as approved by the state.

Person Responsible: Deshon Jenkins (deshon.jenkins@yourcharlotteschools.net)

By When: December 2023

Review of all four content areas progress monitoring data and prescribe remediation based on results. CORE team will also review data monthly to monitor progress toward federal index goal.

Person Responsible: Deshon Jenkins (deshon.jenkins@yourcharlotteschools.net)

By When: By end of each month August 2023 PM1 October 2023 PM2 December PM3 January 2024 PM1 March 2024 PM2 May 2024 PM3

Principal will work with Business Ownership instructor and Director of CTE for the district on implementing an entrepreneurship certification component to embed in the Business Ownership class.

Person Responsible: Deshon Jenkins (deshon.jenkins@yourcharlotteschools.net)

By When: The foundation has begun and work with these three stakeholders will be on-going throughout this school year in order to have full implementation by August 2024.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Schoolwide Improvement funds are allocated to schools annually as a per pupil allocation based on Survey 3 FTE data. Supplemental federal funds are allocated to schools as requested by school leadership and based on need. Schools complete the Federal Programs Consultation Survey to request funds needed to support their school improvement areas of focus. The federal programs team reviews each request and approves on an individual basis giving priority to schools designated as CSI, TSI, and ATSI respectively.

Funds will be used to hire an attendance dean in order to monitor student absences and tardiness 1st period. Communication via phone to parents of chronic absenteeism and tardiness will take place. Wellness checks/home visits will be conducted to encourage increased daily attendance and arrival to school on time.

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g.,

The Academy provides school-based mental health services via a school psychologist, social worker, guidance counselor and part-time Charlotte Behavioral Health counselor to provide support services, CRISIS intervention and counseling. Potential graduates are also assigned a teacher as a graduation coach to provide the mentoring and guidance needed to assist a student with all graduation requirements.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

We have a dual enrollment partnership with Charlotte Technical College, which allows students to finish remaining graduation requirements while simultaneously earning credits toward certification programs at the CTC. Additionally, a Pathways (college, military, workforce) committee is in place that identifies student needs and organizes events and opportunities accordingly.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The Academy utilizes PBIS for Tier 1 behavior system. There is a behavior component to the student contract that is presented to students and parents upon their acceptance to The Academy. We utilize an internal behavior tracking form to address minor infractions and provide progressive discipline prior to a student disciplinary referral being issued. The Academy also has a full time AP that oversees all student discipline. The Academy maintains a "Hotlist" which identifies at-risk students and discipline and behavioral interventions are a component of this data.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The Academy will utilize progress monitoring data collected and implement Professional Development that will drive and shape our instruction. Our school has PLC's that will address strategies and tools that will improve classroom instruction, student engagement, student achievement and recruitment and retention of effective teachers. Established procedures for parent and student communication, behavior tracking and MTSS will be shared and reviewed with all stakeholders to enhance continuity among all involved parties.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$79,305.00
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	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6100	130	0171 - The Academy	UniSIG	0.9	\$53,000.00
	6100	200	0171 - The Academy	UniSIG	0.9	\$18,250.00
	6100	130	0171 - The Academy	Other Federal	0.1	\$6,000.00
	6100	200	0171 - The Academy	Other Federal	0.1	\$2,055.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$0.00
Total:						\$83,055.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No