

Charlotte County Public Schools

THE ACADEMY



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Charlotte County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and 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://cims2.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.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

To inspire and enable our students to earn a high school diploma, while also guiding them toward a pathway to success.

Provide the school's vision statement

Success for all!

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

DeShon Jenkins

Position Title

Principal

Job Duties and Responsibilities

- Instructional Leader
- School Operations
- Teacher Evaluations
- Student Interviews
- PLC Scheduling
- Schedules: Staff Meetings, Department Chair Meetings, PPC
- Support staff and all other stakeholders
- Oversight of school-wide discipline
- Oversight of various programs housed at The Academy

Leadership Team Member #2

Employee's Name

Jennifer Blanchette

Position Title

Lead Teacher

Job Duties and Responsibilities

Title I AFA

SAC Chair

MTSS Support

Testing Coordinator

Calendar

FLVS School Site Administrator

Senior Sponsor

SAT Saturday School Coordinator

Teacher Support

Front Office Duties: Maps, Directory

Coverage

Leadership Team Member #3

Employee's Name

Christopher Brantley

Position Title

Teacher

Job Duties and Responsibilities

PPC Co-Chair

Business/Math Teacher

Leadership Team Member #4

Employee's Name

Mike Bernicchi

Position Title

Teacher

Job Duties and Responsibilities

PPC Co-Chair

Pathways Coordinator

Social Studies Department Chair

Sophomore Sponsor

Leadership Team Member #5

Employee's Name

Christopher VanVolkom

Position Title

Teacher

Job Duties and Responsibilities

English Department Chair

Journalism/Yearbook Sponsor

Workforce Pathways Facilitator

Leadership Team Member #6

Employee's Name

Christy Bishop

Position Title

Teacher

Job Duties and Responsibilities

Math Teacher

Wellness Champ

Junior Sponsor

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

- Monthly SAC meetings, SIP meetings
 - To provide input for development of SIP, school policies, Compacts
- 2.5 months from graduation weekly graduation meetings with Core team
- Student Orientation
- WAAG
- Newsletter
- Website
- Social Media Coordinator

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Monthly CORE Team will review SIP goals and data collection and report back to staff at faculty meetings. We will monitor the progress of the action steps and make on-going revisions as needed. The SIP team will meet quarterly to review goals, monitor progress and revise as needed. Attendance data will be reviewed from FOCUS and EDIS to monitor our target of 90% daily attendance rate. Data will be shared with staff and PBIS team in order to adjust rate of attendance incentives. Monitor the percent of student testers at initial assessment date and identify students that need to be captured for make-up and/or re-take days. Progress learning data will be evaluated and instruction will be adjusted to meet the needs of students and learning goals upon each administration in order to meet learning gains in ELA and math, with special attention on students falling within the White, African American, Hispanic, Students with Disabilities, and Economically Disadvantaged subgroups.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 6-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	35.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP)* WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: 2022-23: * 2021-22: MAINTAINING 2020-21: MAINTAINING 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days								3	6	9
One or more suspensions								2	9	11
Course failure in English Language Arts (ELA)								1	6	7
Course failure in Math								1	5	6
Level 1 on statewide ELA assessment								1	7	8
Level 1 on statewide Math assessment								1	6	7
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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								2	10	12

Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year								0	3	3
Students retained two or more times								0	4	4

Prior Year (2023-24) As Last 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 school days								4	15	19
One or more suspensions								1	7	8
Course failure in ELA									7	7
Course failure in Math									5	5
Level 1 on statewide ELA assessment								3	14	17
Level 1 on statewide Math assessment								1	10	11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										17

Prior Year (2023-24) As Last Reported (pre-populated)

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

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	2	19	35	53	109
One or more suspensions	1	12	27	42	82
Course failure in English Language Arts (ELA)	0	8	14	25	47
Course failure in Math	0	8	14	19	41
Level 1 on statewide ELA assessment	1	10	22	47	80
Level 1 on statewide Algebra assessment	1	9	21	23	54

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators	1	19	35	57	112

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	1	0	7	8
Students retained two or more times	1	4	3	6	14

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	12	51	55	5	50	50	14	45	51
ELA Grade 3 Achievement **									
ELA Learning Gains	30	50	57				22		
ELA Learning Gains Lowest 25%		49	55						
Math Achievement *	28	46	45	13	48	38	8	30	38
Math Learning Gains	71	47	47				17		
Math Learning Gains Lowest 25%		42	49						
Science Achievement *	23	70	68	35	70	64	13	40	40
Social Studies Achievement *	18	69	71	37	62	66	21	37	48
Graduation Rate	56	91	90	62	92	89	67	64	61
Middle School Acceleration								30	44
College and Career Readiness	22	78	67	17	70	65	12	70	67
ELP Progress		38	49		45	45			

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	33%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the FPPI	260
Total Components for the FPPI	8
Percent Tested	82%
Graduation Rate	56%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
33%	28%	22%	22%		18%	24%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	19%	Yes	5	5
Black/African American Students	35%	Yes	2	
Hispanic Students	38%	Yes	2	
White Students	29%	Yes	5	5
Economically Disadvantaged Students	33%	Yes	5	
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	21%	Yes	4	4
Black/African American Students	33%	Yes	1	

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	39%	Yes	1	
White Students	29%	Yes	4	4
Economically Disadvantaged Students	27%	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	20%	Yes	3	3
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	46%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	42%	No		
Multiracial Students	64%	No		
Pacific Islander Students				
White Students	27%	Yes	3	3
Economically Disadvantaged Students	22%	Yes	3	3

D. Accountability Components by Subgroup

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. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	12%		30%		28%	71%		23%	18%		56%	22%	
Students With Disabilities	0%		22%		17%			8%	6%		63%	16%	
Black/African American Students											52%	17%	
Hispanic Students											38%		
White Students	15%		28%		36%			27%	16%		59%	23%	
Economically Disadvantaged Students	16%		25%		35%	69%		24%	21%		50%	21%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	5%				13%			35%	37%		62%	17%	
Students With Disabilities	0%				0%				23%		70%	11%	
Black/African American Students											56%	10%	
Hispanic Students					17%				43%		72%	23%	
White Students	15%				18%			30%	38%		58%	15%	
Economically Disadvantaged Students	6%				18%			32%	37%		57%	14%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	ELP PROGRESS
All Students	14%		22%		8%	17%		13%	21%		67%	12%	
Students With Disabilities	9%		20%		7%	10%		12%	25%		76%	3%	
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students								79%				13%	
Hispanic Students								70%				13%	
Multiracial Students											64%		
Pacific Islander Students													
White Students	25%				14%	15%		23%	39%		64%	11%	
Economically Disadvantaged Students	18%		22%		13%	17%		13%	26%		63%	7%	

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	6%	49%	-43%	53%	-47%
Ela	8	11%	54%	-43%	51%	-40%
Ela	9	25%	50%	-25%	53%	-28%
Math	8	15%	35%	-20%	54%	-39%
Science	8	0%	48%	-48%	45%	-45%
Biology		28%	68%	-40%	67%	-39%
Algebra		16%	50%	-34%	50%	-34%
Geometry		30%	51%	-21%	52%	-22%
History		20%	66%	-46%	67%	-47%
Ela	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		21%	21%	0%	36%	-15%
Algebra		17%	20%	-3%	16%	1%
Geometry		37%	35%	2%	21%	16%
History		23%	23%	0%	42%	-19%

2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		9%	19%	-10%	17%	-8%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Our greatest improvement was in math learning gains. We improved from 17% in the 2021/22 school year to 71% in the 2023/24 school year. (Data from the 2022/23 school year was unavailable.) We put measures in place to increase attendance in order to ensure that at least 90% of our students tested. Through increased attendance, we mitigated lost instructional time, which resulted in increased subject proficiency. We also strategically planned for our level 1 students to receive extra academic support by intentional grouping and paraprofessional support.

Lowest Performance

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

Lowest performance was in ELA Achievement at 12% proficiency. We had staffing challenges and instructional instability due to prolonged teacher absences. Therefore, the goal is to hire paras to work with students in our CSI subgroups. This would afford us the opportunity to provide consistency and support on a daily basis without interrupting instructional momentum.

Greatest Decline

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

Social studies proficiency went from 37% in 2022-23 to 18% in 2023-24. A misalignment of the timing of state testing windows with the timing of our accelerated classes, along with a transient student population are two factors that have contributed to this decline.

Greatest Gap

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.

Our greatest gap is in the category of college and career readiness. This is due to lack of certification opportunities during the school year which the data represents. We have since addressed this issue by providing Business Entrepreneurship classes and introduction of student certification opportunities.

EWS Areas of Concern

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

Attendance and Level 1 ELA assessments are our two potential areas of concern. Therefore, we are planning to hire additional support staff to assist with continuity, instructional focus and instructional momentum.

Highest Priorities

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

1. Increase ELA Achievement and Learning Gains
2. Increase Graduation Rates
3. Increase Attendance
4. Implement Student Certification Opportunities through Business Entrepreneurship Classes

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increasing academic rigor in the classroom deepens levels of student understanding and contributes to a classroom climate that fosters collaboration and constructive discussion, increasing student learning outcomes and percent of students graduating ready for enlistment, employment, or enrollment. Therefore, our area of focus is to develop and build capacity within teachers to increase rigor within their classrooms. Examples of increasing rigor include, but are not limited to, transitioning from teacher-led instruction to student-led collaborative learning, reversals, explanations, high level questioning, and multiple representations. This was identified as a crucial need based on the graded components within the subject areas.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase ELA Learning Gains from 30% to 38%.

Increase the percentage of students who earn the concordant score on the SAT, ACT, or CLT.

Increase the overall average score that students achieve on the ASVAB.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored through formal and informal teacher evaluations, student progress monitoring, and qualitative evaluation tools to gauge student progress. Academic Coaches and Administrators will provide support and feedback through classroom walk-throughs and evaluative tools.

Person responsible for monitoring outcome

Administration and Academic Coach

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

We are identified as a CSI School. We use Progress Learning as an instructional tool to provide a base line and to monitor our students' academic progress.

Rationale:

We are an alternative site with an accelerated curriculum. Therefore, our curriculum pacing guide doesn't align with the norm or traditional setting. Henceforth, we use Progress Learning as an indicator to determine if students are mastering specific skills.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

High-dosage tutoring

Rationale:

Students need intensive support and additional instructional time in order to master standards.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Support Level 1 students and students in the subgroups identified by our data: White, African-American, Hispanic, Students with Disabilities, and Economically Disadvantaged.

Person Monitoring:

Academic Coach, ELA Department Chair, Administration

By When/Frequency:

Quarterly/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will provide extended learning opportunities through tutoring and test preparation workshops. We will monitor the impact through ongoing progress monitoring, such as unit assessments, Progress Learning platform, and other formative assessments. We will use resources to hire additional support to enhance rigor, continuity and instructional momentum.

Action Step #2

Increase academic rigor.

Person Monitoring:

Academic Coach, Administration

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Increase overall academic rigor through professional learning using Marzano evaluation tools, professional mentorship/coaching, and collaboration. This area of focus will be monitored through formal and informal teacher evaluations, Core Team meetings, department meetings, student progress monitoring, and qualitative evaluation tools to gauge student progress. Academic Coaches and Administrators will provide support and feedback through classroom walkthroughs and evaluative tools.

IV. Positive Culture and Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Historical and Demographic data has shown that student achievement, learning gains, and test scores suffer with chronic absenteeism and inappropriate behaviors. Our Area of Focus is to improve student school day attendance, test day attendance, and increase positive behaviors in order to improve learning gains and school culture.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will increase our graduation rate by 5% for the 2024/25 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor the impact of this action through our "hot list," which includes information regarding attendance and behaviors. This list is reviewed every 3 weeks by core team, teachers, and students, as well as the graduation review team. The families of students are also notified when students' attendance and/or behavior needs improvement. This data will help us identify barriers to attendance

and develop strategies to improve it.

Person responsible for monitoring outcome

Core Team, Administration, Graduation Review Team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Provide intensive, individualized support to students who have fallen off track and face significant challenges to success due to lack of attendance and/or behaviors that impede students' ability to learn. We utilize the MTSS process for attendance and inappropriate behaviors, beginning with identification on the HOT list. Parent contact is initiated by the teacher calling to offer support. For each student identified as needing individualized support, our Achievement and Family Associate (AFA) and/or behavior tech, both of whom will be hired for the 2024/25 school year, will be designated as the student's primary advocate. The AFA and/or behavior tech will determine if there are any barriers with which we can assist and act as a student mentor. The persons in these positions will also schedule admin conferences, so that admin can determine if we can assist or address the needs of the students and their families. When appropriate and necessary, the AFA and/or behavior tech can recruit teachers to be advocates for specific students. A menu of support options that advocates can use to help students will be developed. Advocates will be supported with ongoing professional learning opportunities and tools for tracking their work .

Rationale:

Historically, attendance has always been a barrier and a deterrent for ultimate academic proficiency and academic growth to come into fruition. By hiring personnel to act as a dedicated monitor and mentor for chronically absent students, we can increase student attendance.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action Step #1

PBiS Initiatives

Person Monitoring:

Sarah Prusieki and Administration

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will use PBIS initiatives to increase student attendance through daily, weekly, monthly, and quarterly incentives. Incentives are determined with the input of students. This will be monitored through monthly PBIS meetings.

Action Step #2

Identification through MTSS

Person Monitoring:

Core Team

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will use the MTSS process to identify obstacles to student achievement, including attendance and inappropriate student behaviors. This will enable our AFA and behavior tech to make phone calls, schedule conferences for chronically absent students, formulate strategies to reduce absenteeism and to increase behaviors to support student achievement. This will be monitored through weekly Core Team meetings.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

Methods of dissemination include:

Title 1 Annual Meeting

Student Orientations

SAC Meetings

Front Office Binder (physical copy)

School Website

<https://www.yourcharlotteschools.net/site/handlers/>

<filedownload.ashx?moduleinstanceid=52750&dataid=54774&FileName=ACAD-2023-2024.pdf>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Positive relationships are built with parents, families, and other community stakeholders through the following school activities:

Title 1 Annual Meeting and Open House (2 times per year)

Family Dinner Events (2 times per year)

Senior Parent Night (2 times per year)

Student Interviews

Fall Festival

Awards Ceremony and Senior Sendoff (2 times per year)

Hot List Phone Calls

www.yourcharlotteschools.net/domain/5869

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

One of our areas of focus is the increase of academic rigor in the classroom. Academic rigor deepens levels of student understanding and contributes to a classroom climate that fosters collaboration and constructive discussion, increasing student learning outcomes, and graduation rates. We will increase academic rigor through professional learning using Marzano evaluation tools, professional mentorship/coaching, and collaboration. We also would like to provide support to our teachers to enhance academic support by working with students in our CSI subgroups.

This area of focus will be monitored through formal and informal teacher evaluations, Core Team meetings, department meetings, student progress monitoring, and qualitative evaluation tools to gauge student progress. Academic Coaches and Administrators will provide support and feedback through classroom walkthroughs and evaluative tools.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

We partner with the Charlotte Technical Center to provide CTE programs, adult education, and GED courses as well as invite postsecondary institutions and military recruiters to take part in Title 1 events. Our social worker connects students and families to social programs such as violence prevention programs, housing programs, and Head Start. Every student receives free breakfast and lunch through Champs Cafe.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

From student/family interviews through graduation, individual student needs outside academic subject areas are supported through a range of student services delivered by an ESE Liaison, School Social Worker, Licensed nurse, SRO, school psychologists, and teacher mentoring programs. Additionally, school-based mental health training is facilitated by our Social Worker and School Psychologist to ensure students receive lessons on resiliency and coping skills.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

Utilizing our Pathways Program, in support of CCPS 3 Es, students have many opportunities to participate in a series of guided experiences depending on the Pathway chosen (Workforce, College, Career/Technical, Military).

From campus visits, job shadowing, and meetings with community leaders and recruiters, to online training programs such as Xello, resume, scholarship and application workshops, we provide career readiness to every student on campus. This will help advise students on necessary key steps in achieving postsecondary success.

Additionally, through our Business Entrepreneurship course, students will be able to earn certifications to help prepare them for life after high school.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

A school-wide discipline plan is discussed and implemented with tiers of support from our dean and admin. All students that are struggling with decision making are discussed during both MTSS and

Hot List meetings. Interventions and discipline plans are implemented when/if needed to transform students that are behaving inappropriately. Secondly PBIS frequently recognizes and rewards students that make appropriate choices. Therefore, many students choose to be recognized in a positive nature rather than having to be issued consequences.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

Utilizing a blend of District-based and school-based Professional Learning that are targeted and specific to providing structured support for teachers and staff to improve student learning outcomes and build a database of best practices among peers.

Strategies to Assist Preschool Children

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

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The Core Team will review our Hot List data every 3 weeks, which will identify students with academic deficiencies and will highlight students that are chronically absent as well. Classroom teachers will engage with parents based on this data via phone calls, parent meetings, and/or email and Remind messages. Hot List students are monitored for improvement and follow up actions are taken as needed.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

- Generation of a Hot List every 3 weeks identifying students who need intervention support due to academic or attendance deficiencies.
- Hiring additional personnel to address attendance challenges and academic deficiencies.
- Strategically schedule Level One students with para support to give them additional learning opportunities.
- Use Progress Learning as a tool to monitor our students to determine if academic content is being mastered.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus	Instructional Practice - Benchmark-aligned instruction <i>100 SAT Study Guides @ \$18 each, 100 ACT Study Guides @ \$30 each, 100 CLT Study Guides @ \$35 each, 100 ASVAB Study Guides @ \$30 each. Copy paper, dry erase markers, writing utensils, mobile white boards, dry erase boards.</i>	5100/510	UNISIG	0.0	16,300.00
Areas of Focus	Instructional Practice - Benchmark-aligned instruction <i>Headphones for student use to access online curriculum. 200 @\$10 each.</i>	5100/649	UNISIG	0.0	2,000.00
Areas of Focus	Instructional Practice - Benchmark-aligned instruction <i>Additional hours for 2 teachers to provide high-dosage tutoring to students prior to high-stakes assessments. 42 hours each @ \$47.62 per hour.</i>	5100/129	UNISIG	0.2	4,000.00
Areas of Focus	Instructional Practice - Benchmark-aligned instruction <i>Registration fees for 50 students to attend the Marine Lab Field Day in Key West at \$152 per student.</i>	5100/330	UNISIG	0.0	7,600.00
Areas of Focus	Instructional Practice - Benchmark-aligned instruction <i>Charter bus to transport students to and from Key West for Marine Lab Field Day.</i>	5100/391	UNISIG	0.0	4,859.00
Areas of Focus	Instructional Practice - Benchmark-aligned instruction <i>G-Metrix Bundle for up to 500 users.</i>	5100/369	UNISIG	0.0	4,576.00
Positive Culture and Environment	Multiple Early Warning Signs <i>Conference costs for 5 staff to attend the National Drop-Out Prevention conference in New Orleans, LA from Oct. 13-16, 2024. Registration- 5 @ \$745 (\$3,725 total), Hotel- 5 rooms (4 nights each) @ \$250/night (\$5,000 total), Flights- 5 @ \$500 (\$2,500 total), mileage- 2 @ \$120 (\$250 total), meal per diem- 5 @ \$46/day for 3 days (\$690 total).</i>	6400/330	UNISIG	0.0	12,165.00
Positive Culture and Environment	Multiple Early Warning Signs <i>Salaries for two supplemental paraprofessional positions to serve as Attendance support and Behavior Technician.</i>	5100/150	UNISIG	2.0	58,800.00
Positive Culture and Environment	Multiple Early Warning Signs <i>Benefits for supplemental paraprofessional positions.</i>	5100/200	UNISIG	0.0	14,700.00
Plan Budget Total					125,000.00