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The Academy

18300 COCHRAN BLVD, Port Charlotte, FL 33948

<http://yourcharlotteschools.net/acad>

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)

A school can be identified as CSI in any of the following four ways:

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 parent), 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://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.

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)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: 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. 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
Jenkins, Deshon	Principal	Instructional leader to all subjects areas Master Scheduling Data Analysis Textbook Manager Activities Community advocacy committee Finance and Budgeting Data Entry RTI/MTSS coordinators PPC PBIS SAT Supervise all drop out prevention programs
Farnsworth, Michele	Teacher, ESE	ESE Liaison Facilitate IEP meetings and Implement IEP's IEP Compliance Provide training on accommodations and IEP access to teachers MTSS Team member Provide Standardized Testing Support to Test Coordinator Provide strategies and interventions to struggling students and ESE students Provide Consultative Services to teachers and students Parent Liaison to families with students with disabilities Provide and initiate directives from DOE regarding students with disabilities Provide behavioral supports and consult to students with behavioral/disciplinary incidents Complete and implement transfer IEP's for transfer students Meet with ESE students regularly for progress monitoring and post-secondary planning
Lukackova, Zuzana	Teacher, K-12	Math teacher Math Program planner PBIS Team Member Math Curriculum Coordinator and Coach
Vanvolkom, Christopher	Teacher, K-12	ELA Teacher ELA Program Planner Senior Class Advisor ELA Curriculum Coordinator and Coach Pathways Liaison for post-secondary (vocational, college, military)
Bishop, Christy	Teacher, K-12	Geometry teacher PBIS team member Senior class co-sponsor

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. Administration has met with lead teacher to develop a parent involvement plan to recruit parents for SIP participation and input.

Flyers, phone calls, and face-to-face recruitment and activities will increase opportunities for parents to provide input into the SIP plan. Student Government Association (SGA) members will also participate in the development of the SIP. Wolfpack rallies will be held to review expectations and gain student input into this year's SIP plan.

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 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 WHT, SWD, and FRL subgroups.

Demographic Data

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes

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	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	0
Students retained two or more times	0	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	9	13	123
One or more suspensions				0	0	0	0	0	0	10	13	102
Course failure in ELA				0	0	0	0	0	0	12	15	136
Course failure in Math				0	0	0	0	0	0	12	14	137
Level 1 on statewide ELA assessment				0	0	0	0	0	0	7	8	77
Level 1 on statewide Math assessment				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	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	State	School	District	State	School	District	State
Social Studies Achievement*	21			29			15		
Middle School Acceleration									
Graduation Rate	67			64			45		
College and Career Acceleration	12			10			6		
ELP Progress									

* 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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	22
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	174
Total Components for the Federal Index	8
Percent Tested	76
Graduation Rate	67

ESSA Subgroup Data Review (pre-populated)

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%
SWD	20	Yes	3	3
ELL				
AMI				
ASN				

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%
BLK	46			
HSP	42			
MUL	64			
PAC				
WHT	27	Yes	3	3
FRL	22	Yes	3	3

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)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	14	22		8	17		13	21		67	12	
SWD	9	20		7	10		12	25		76	3	
ELL												
AMI												
ASN												
BLK										79	13	
HSP										70	13	
MUL										64		
PAC												
WHT	25			14	15		23	39		64	11	
FRL	18	22		13	17		13	26		63	7	

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	0	19		2	29		19	29		64	10	
SWD	0			0	36		12	24		67	4	
ELL												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK										67	0	
HSP										71	10	
MUL												
PAC												
WHT	0	17		3	31		16	32		63	12	
FRL	0	17		3	21		25	34		61	6	

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	5	28		4	19		24	15		45	6	
SWD								25		55	4	
ELL												
AMI												
ASN												
BLK												
HSP										32		
MUL												
PAC												
WHT	10	29		7	25		35	29		47	5	
FRL	5	22		0	27		33	15		44	2	

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.

School, District and State data will be uploaded when available.

III. Planning for Improvement

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 basis so they are present and prepared for high stake testing. During the 21-22 school year, only 76% of students were tested which impacted the overall school rating.

Measurable Outcome:

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

Increase daily attendance rate from 79.5% to 85% in grades 6-12.

Monitoring:

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

CORE team will review average daily attendance data and strategies at weekly meeting. If we are not meeting the 85%, CORE team will provide data to staff and PBIS team to adjust frequency of attendance incentives. We will increase communication with all stakeholders via phone, conferences, email and Remind in order to provide individual feedback and support/resources to students in order to improve their daily attendance rate.

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.)

PBIS: The PBIS team will develop The Academy action plan for the 23-24 school year which will place an emphasis on our daily attendance rate and reward students for positive behaviors including attending school at least 85% of the time.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Getting rewarded and recognized for making positive choices. When other students see the rewards and recognition of their peers, they will be influenced to make similar decisions about school attendance. Students should also see an increase in their achievement by attending school regularly.

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.

By the creation of flyers, phone calls, REMIND app, social media and family engagement activities The Academy will increase parent involvement and engagement in their child's education evidenced by student daily attendance and student learning gains.

Person Responsible: Jennifer Blanchette (jennifer.blanchette@yourcharlotteschools.net)

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., 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. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

An overview of our SIP will be presented to stakeholders at our new student orientations, open houses and at Title 1 Family Engagement Events. Our SIP will be available via our school website: <https://www.yourcharlotteschools.net/acad> and the link will be published in the school newsletter. The SIP goals will be shared with staff their first week back and progress on SIP goals will be shared with staff at least one time quarterly. SIP goals will also be shared with students and updates will be provided on the progress at least one time quarterly. SIP goals will also be shared with the SAC committee members one time quarterly.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Open-door policy for families to express concerns, feedback, and make suggestions. Positive contact will be made by all staff. Use of Remind App for parent and student communications and engagement. Implement after school events for parent and community participation and engagement. Progress reports are provided to parents every three weeks and follow-up communication is provided to students who are struggling academically, behaviorally or with attending school regularly.
School website: <https://www.yourcharlotteschools.net/acad>

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. (ESSA 1114(b)(7)ii)

Standards, benchmark mapping (critical concepts) and pacing guides unique to block scheduling at The Academy as well as the emphasis on increased attendance rates and stakeholder engagement will help to address both areas of focus as set forth in the SIP plan.

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). (ESSA 1114(b)(5))

Coordination and collaboration with CTE to increase opportunity for students to earn college and career ready certifications. The coordinator of state and federal programs will work with The Academy CORE team to coordinate ESSER, Title 1, UniSIG and school improvement funds to provide and assist with achievement of SIP areas of focus.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

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	
<i>Notes: Supplemental Dean position to focus on attendance.</i>							
	6100	200	0171 - The Academy	UniSIG	0.9	\$18,250.00	
<i>Notes: Benefits for supplemental dean position.</i>							
	6100	130	0171 - The Academy	Other Federal	0.1	\$6,000.00	
<i>Notes: Supplemental Dean position to focus on attendance.</i>							
	6100	200	0171 - The Academy	Other Federal	0.1	\$2,055.00	
<i>Notes: Benefits for supplemental dean position.</i>							
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