

Charlotte County Public Schools

THE ACADEMY



2024-25 Schoolwide Improvement Plan

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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:

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 (FPP) 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.

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.
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2023-24 FALL

SUBJECT GRADE SCHOOL DISTRICT SCHOOL -

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.

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.

Action Step #2

Increase academic rigor.

Person Monitoring:

Academic Coach, Administration

By When/Frequency:

Weekly

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

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)



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 Opportuniti-8.(0 Tf8T 7.921ow t2 (Wng c(the))TJETBT36.00433451.5559 T

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