

Lake County Schools

# Alee Academy Charter School



## 2020-21 Schoolwide Improvement Plan

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## **Table of Contents**

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Positive Culture &amp; Environment</b>	<b>19</b>
<b>Budget to Support Goals</b>	<b>19</b>

# Alee Academy Charter School

1705 E COUNTY ROAD 44, Eustis, FL 32736

<http://www.aleeacademy.org>

## Demographics

**Principal: Robin Valentino**

Start Date for this Principal: 7/1/2014

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

The purpose of Alee Academy is to provide at-risk and former dropout students the opportunity to complete their high school course work, develop vocational skills, gain employment, and earn a high school diploma. Along with earning a traditional standard diploma, we offer grade forgiveness/grade recovery options and the Performance Based Diploma Option as two opportunities afforded through a non-traditional learning environment. Alee believes that all students can achieve excellence in a positive and challenging educational environment that stimulates their interest, channels their energies and develops their abilities. Recognizing the individual strengths and intrinsic worth of all students, the staff will provide specific skill development opportunities for all students to increase self-confidence and achieve self-discipline.

The staff of Alee believes that "If you treat someone the way he is, he will remain as he is. If you treat someone the way he could be and ought to be, he will become what he could be and ought to be."

It is the mission of Alee Academy to utilize the latest in technology and teaching strategies to increase the academic, vocational, and social skills of each individual student. It is the goal of Alee Academy to discover and develop the special strengths of each student and nurture these in a safe and secure environment.

#### Provide the school's vision statement

At Alee Academy, we strive to create a trusting environment, challenging students to fulfill their academic and personal potential.

Alee Academy recognizes that the majority of our pupils who attend have had repeated failures in their previous school environments and therefore require adaptation in curriculum, flexibility on the part of the staff, and modification in instructional strategies. The types of programs offered to each student are designed to meet his/her individual needs and assist him/her in successfully completing their high school career and positively impacting the community/work place.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Valentino, Robin	Principal	Mrs. Robin Valentino - Director - valentinor@aleeacademy.org - Oversees the daily operations of the school including human resources, finances, transportation, Charter School policies and administrative regulations; conducts weekly administration meetings to align instructional and operational priorities to school improvement goals; communicates school improvement goals to stakeholders and the Charter Board; works in conjunction with school staff and LCS district to provide a safe, learning environment for all students; outlines programs and initiatives to support school improvement goals; promotes a common vision for the use of data-based decision making; assures the school based team implements intervention support and maintains documentation; assures instructional staff receives professional development to support instructional objectives; coordinates the collection of MTSS data; coordinate and oversee Title I budget to align with instructional priorities.
Daniel, Annelise	Guidance Counselor	Mrs. Annelise Daniel - Guidance Counselor - daniela@aleeacademy.org - Coordinates testing and implements testing school schedule; participates in the collection, interpretation, and analysis of data from the EWS and Performance Matters to assist problem solving; provides support for professional development and technical assistance for problem solving activities;
Brown, Linton	Assistant Principal	Mr. Linton Brown - Assistant Director - brownl@aleeacademy.org - Promotes and maintains an effective learning climate in the school; develops and implements an orientation process for new students; integrates new students into the program; ensures implementation of policies and procedures; manages and supervises facility maintenance; ensures the safety and security of students, staff, and visitors; coordinates ELL Services; provides instructional leadership to all instructional staff; coordinates site-based professional development; collaborates with the Guidance Counselor in tracking students' graduation requirements.
Kochlany, Sharon	Teacher, ESE	Mrs. Sharon Kochlany - ESE School Specialist - kochlanys@aleeacademy.org - provides support to students with disabilities; writes, and maintains student IEPs; conducts required meetings and maintains documentation for the implementation of student IEPs; provides support to instructional staff on best practices for working with students with disabilities.
Watt, Michael	Teacher, K-12	Mr. Michael Watt - English CR, Journalism, and Resource Teacher - wattm@aleeacademy.org - provides instruction utilizing standards based instructional materials; assure the Stanford Diagnostic and FAIR is administered to each student during each of the assessment periods; provide guidance to the content area instructors in the

Name	Title	Job Duties and Responsibilities
Price, Gary	Teacher, K-12	<p>alignment of the school wide plan for Language Arts across the content areas; supports the implementation of interventions</p> <p>Mr. Gary Price - Algebra/Earth Science teacher - priceg@aleeacademy.org - provides instruction utilizing standards based instructional materials; assure the Stanford Diagnostic and LSA's are administered to each student during each of the assessment periods; provide guidance to the content area instructors in the alignment of the school goals; supports the implementation of math interventions.</p>

**Demographic Information**

**Principal start date**

Tuesday 7/1/2014, Robin Valentino

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Total number of teacher positions allocated to the school**

8

**Demographic Data**

<p><b>2020-21 Status</b> (per MSID File)</p>	<p>Active</p>
<p><b>School Type and Grades Served</b> (per MSID File)</p>	<p>High School 9-12</p>
<p><b>Primary Service Type</b> (per MSID File)</p>	<p>Alternative Education</p>
<p><b>2018-19 Title I School</b></p>	<p>No</p>
<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p>	<p>[Data Not Available]</p>
<p><b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)</p>	<p>Black/African American Students Economically Disadvantaged Students Hispanic Students</p>

	Students With Disabilities White Students
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	7	31	101	33	172
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	5	16	76	25	122
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	3	11	53	19	86
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	1	37	14	52

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	2	18	87	26	133



**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	3	14	46	11	74
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	4	21	8	33

**Date this data was collected or last updated**

Tuesday 9/8/2020

**Prior Year - As Reported**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	11	40	90	34	175
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	7	23	65	30	125
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	2	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	3	8	17	7	35
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	4	24	44	14	86

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	5	30	75	26	136

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	3	25	59	22	109
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	11	36	15	63

**Prior Year - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	34	45	83	46	208
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	23	29	58	35	145
One or more suspensions	0	0	0	0	0	0	0	0	0	5	12	11	5	33
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	18	30	46	14	108
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	15	24	43	20	102

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	34	45	82	46	207

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	2	0	8	8	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	8	23	13	49

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	50%	56%	0%	49%	56%
ELA Learning Gains	0%	46%	51%	0%	49%	53%
ELA Lowest 25th Percentile	0%	33%	42%	0%	44%	44%
Math Achievement	0%	44%	51%	0%	50%	51%
Math Learning Gains	0%	45%	48%	0%	47%	48%
Math Lowest 25th Percentile	0%	36%	45%	0%	41%	45%
Science Achievement	0%	68%	68%	0%	65%	67%
Social Studies Achievement	0%	69%	73%	0%	72%	71%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	10%	47%	-37%	55%	-45%
	2018	3%	46%	-43%	53%	-50%
Same Grade Comparison		7%				
Cohort Comparison						

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
10	2019	5%	48%	-43%	53%	-48%
	2018	8%	49%	-41%	53%	-45%
Same Grade Comparison		-3%				
Cohort Comparison		2%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	9%	66%	-57%	67%	-58%
2018	16%	61%	-45%	65%	-49%
Compare		-7%			

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	27%	67%	-40%	70%	-43%
2018	21%	69%	-48%	68%	-47%
Compare		6%			

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	52%	-52%	61%	-61%
2018	7%	62%	-55%	62%	-55%
Compare		-7%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	3%	49%	-46%	57%	-54%
2018	0%	50%	-50%	56%	-56%
Compare		3%			

**Subgroup Data**

2019 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17

2018 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	12
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	23
Total Components for the Federal Index	2
Percent Tested	

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	6
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

**English Language Learners**

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	10
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	8
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	14
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	9
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES

## Economically Disadvantaged Students

Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2
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### Analysis

#### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The Algebra 1 EOC component showed the lowest performance at 0%. A contributing factor to this decline is the students' low academic achievement level and their limited foundational knowledge upon enrollment at our school. Based on the results of the baseline and mid-year LSA scores and the Stanford Diagnostic test that is administered 2x per year, the data trends show that students are significantly deficient in basic mathematics skills - well below their grade level - thus making it difficult for them to learn the concepts of Algebra without first strengthening their foundational knowledge. Because of their low achievement level, their personal level of confidence is low or nonexistent, therefore often times they quit before they even begin.

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

Biology EOC and Algebra 1 EOC showed the greatest declines from the prior year both at a 7% decrease. Given the nature of our alternative clientele, the vast majority of our students are disenchanted with education and do not value their education therefore put forth little effort to improve their skills and attain success. The habitual attendance and participation issues also contribute to low performance. The contributing factor for the lowest performing component that we do have control over is our students' confidence level. Our priority is to first establish a trusting relationship with our students. We have built in character education lessons to boost self-confidence and self-awareness. As it pertains to the area of mathematics, these character lessons have shown to help students trust in themselves more which ultimately leads to a more positive learning experience. Our teachers also identify students with low academic performance from the APEX curriculum, participation in class discussions, and overall willingness to complete assignments and then assign supplemental material to our paraprofessionals who provide individual support to these students in building their foundational knowledge.

#### **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 Algebra 1 EOC showed the greatest gap when compared to the state average. Our data from the 2017 to the 2018 school year showed a 3% increase, and our data from the 2018 to the 2019 school year showed a 7% decrease so there is no consistent trend in one direction or another. Low attendance, poor social and emotional skills along with the lack of basic academic skills all contribute to a lack of performance on standardized tests.

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

Grade 9 ELA showed the most improvement at a 7% increase. We instituted a writing across the curriculum initiative in conjunction with a consistent school wide note taking procedure that increased the amount of time students spent on writing and reading comprehension.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Out of all the areas reporting on the EWS, attendance below 90% is a major area of concern and directly impacts all other areas.

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

1. Improve Daily Student Attendance Rate
2. Increase Reading Proficiency for all students
3. Increase Basic Math skills for all students
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**

With high expectations, teachers will purposefully plan and intentionally incorporate Reading, Thinking, Talking, and Writing in all content areas for all students.  
Improving the basic reading, writing, thinking, and talking skills of all students should positively impact their level of success in ELA proficiency and all courses.

**Measureable Outcome:**

Increase reading, thinking, talking, and writing opportunities across the curriculum to increase student achievement in ELA proficiency as evidenced by FSA scores and gains on Lake County baseline and midyear assessments. Our goal is to see a 10% increase in reading and writing scores using the FAIR, Stanford Diagnostic, and LSA as data sources.

**Person responsible for monitoring outcome:**

Michael Watt (wattm@aleeacademy.org)

**Evidence-based Strategy:**

Utilize a schedule for push-in/pull-out interventions for students significantly below grade level in addition to a writing across the curriculum initiative and a consistent school wide note taking procedure. Push in/Pull out services will be provided by Title 1 paraprofessionals for students in the lowest 25% based on prior year scores as well as other students identified by classroom/teacher observation. Classroom teachers will monitor student progress using FAIR, Stanford Diagnostic, LSA, and classroom assessments. Teachers will continue to offer explicit instruction while paraprofessionals will continue to offer support to increase these students' scores by 10%.

**Rationale for Evidence-based Strategy:**

By implementing additional scaffolds and interventions, we will increase the basic reading skills of our students and in turn strengthen the foundation upon which other reading skills are built.

**Action Steps to Implement**

Writing across the curriculum initiative continues school wide via welcome work writing assignments, consistent school wide note taking procedures, and the continuation of APEX, a computer-based curriculum for each core subject. Daily exposure to writing with a purpose in each subject area will both increase student writing stamina and improve sentence structure, grammar, and topic development. The addition of an Intensive Reading class for Level 1 students will also support increased achievement in ELA proficiency. ELA teachers will implement strategies in their classrooms to further aid in the improvement of the Level 1 students in reading and writing, with an emphasis on collaborative structures and student-centered conversations along with the help of a Title 1 paraprofessional's push-in/pull-out services. ELA teachers plan instruction based on student data, instructional shifts, standards, assessments, differentiation, and instructional methods. ELA and Reading teachers utilize data to differentiate and scaffold instruction to increase student performance.

**Person Responsible**

Michael Watt (wattm@aleeacademy.org)

Through the use of Title I funds we will employ a Potential Specialist who will maintain continuous contact with families of at-risk students, provide feedback to teachers and



counselors concerning home environments, support teachers, counselors and administrators with all aspects of increasing student ELA skills.

**Person Responsible** Robin Valentino (valentinor@aleeacademy.org)

## #2. Culture & Environment specifically relating to Student Attendance

**Area of Focus Description and Rationale:** With high expectations, faculty and staff will develop, implement, and assess a plan to increase student attendance. Consistent student attendance is directly correlated to the level of academic success and future college and career success they will achieve. If we can increase daily student attendance, students will in turn increase the number of opportunities to master concepts thus improving reading, writing, and math levels which will translate to future academic successes.

**Measureable Outcome:** Increase in daily student attendance and reduce the number of students meeting the EWS indicator for excessive, unexcused absences.

**Person responsible for monitoring outcome:** Annelise Daniel (daniela@aleeacademy.org)

**Evidence-based Strategy:** Daily use of the automated call out system and continued implementation of a Character Education and Social Emotional Skill Education Program to improve school culture.

**Rationale for Evidence-based Strategy:** By improving the school culture and providing for the basic needs of our students they will be more likely to attend school as a safe place where their needs are met. Likewise, by making routine automated attendance calls to the home and personal homeroom teacher initiated attendance calls, the student and parent are made aware that the student's presence in school is important and places school as a priority in the home.

### Action Steps to Implement

Utilize Skyward attendance reports to assess excessive unexcused student absences and implement consistent parent notification process through School Messenger automated call out system. Continued implementation of a Character Education and Social Emotional Skill education. Reports will be pulled every 10 days and the data will be assessed. School staff will make every attempt to make contact with the student/parent missing more than 5 days and determine the situation for not attending. Students having missed 10 days will be referred to the school social worker for monitoring and to provide support services for the student.

**Person Responsible** Annelise Daniel (daniela@aleeacademy.org)

Through the use of Title I funds we will employ a Potential Specialist who will maintain continuous contact with families of at-risk students, provide feedback to teachers and counselors concerning home environments and attendance.

**Person Responsible** Robin Valentino (valentinor@aleeacademy.org)

### #3. Instructional Practice specifically relating to Math

**Area of Focus Description and Rationale:** With the highest expectations, Math teachers will provide and monitor interventions and acceleration to students in order to provide scaffolds and tiered instruction that meets the educational needs of all students. If we monitor student proficiency data with fidelity, and implement additional scaffolds and interventions as necessary, we will increase the basic skills of our students and in turn strengthen their foundation upon which other math skills are built.

**Measureable Outcome:** Increase student proficiency in math by 10% as evidenced by EOC exams and learning gains on LSA baseline and midyear assessments for Math courses.

**Person responsible for monitoring outcome:** Gary Price (priceg@aleeacademy.org)

**Evidence-based Strategy:** Utilize a schedule for push-in/pull-out interventions for students significantly below grade level.

**Rationale for Evidence-based Strategy:** By implementing additional scaffolds and interventions, we will increase the basic math skill set of our students and in turn strengthen the foundation upon which other math skills are built.

#### Action Steps to Implement

Administer Stanford Diagnostics Math test to get a current math grade level on every student upon enrollment then provide basic math interventions to those students significantly below grade level in the classroom and through Title 1 paraprofessional push-in/pull-out services. Implementation of a weekly After School Title 1 tutoring program will extend the learning day and reinforce concepts and skills being introduced in all Math courses. Students that are at least 2 grade levels behind in math as indicated by the results of the Stanford Diagnostic test given upon enrollment will be identified. Data is then shared with teachers, school counselor, and administration. Students will be placed into foundations class on APEX to help build base knowledge. Title 1 paraprofessionals will then work with students individually or in small groups weekly. Students will be re-evaluated by the classroom teacher and the same or more intense intervention will continue as needed.

**Person Responsible** Gary Price (priceg@aleeacademy.org)

Through the use of Title I funds we will employ a Potential Specialist who will maintain continuous contact with families of at-risk students, provide feedback to teachers and counselors concerning home environments, support teachers, counselors and administrators with all aspects of improving student math levels.

**Person Responsible** Robin Valentino (valentinor@aleeacademy.org)

#### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Alee Academy invites parents and families to our campus several times a year both virtually and in person. There is the mandatory initial enrollment appointment where our administrators meet with families to welcome them to the school and discuss the student's path for success. We host parent events at various times throughout the year including our beginning of the year Open House event, Title 1 Annual Meeting, Quarterly Report Card Nights, Fundraising events, Senior Parent Night, and Parent and Student Advisory Council meetings. Skylert/School Messenger is used to contact all of our parents each week to share information regarding testing, upcoming school events, and general announcements. We have an official school Facebook page that we share with students and parents during their initial enrollment meeting. We also post information to our school website. Likewise, all communication is sent home in the parents' home language when possible. In addition, all students have been provided with a school email account to assist in communication with teachers and staff.

### **Parent Family and Engagement Plan (PFEP) Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

## Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$22,450.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	160-Other Support Personnel	9018 - Alee Academy Charter School	Title, I Part A		\$22,450.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$500.00

	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
	5100	370-Communications	9018 - Alee Academy Charter School	General Fund		\$500.00	
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>					<b>\$22,450.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
	5100	160-Other Support Personnel	9018 - Alee Academy Charter School	Title, I Part A		\$22,450.00	
<b>Total:</b>						<b>\$45,400.00</b>	