Alee Academy Charter School

2021-22 Schoolwide Improvement Plan

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Alee Academy Charter School

1705 E COUNTY ROAD 44, Eustis, FL 32736

http://www.aleeacademy.org

Demographics

Principal: Cindy Emerick

Start Date for this Principal: 7/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (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
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
ESSA Status	[not available]

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.

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 their individual needs and assist 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	
Emerick, Cindy	Principal	Director	Mrs. Emerick will serve as the lead of the administrative team as the school Director and will prepare and report directly to the Alee Academy Charter School Board. Mrs. Emerick will be the lead on all daily operations for students, staff, and teachers. She will be the lead contact on the charter contract renewal, accreditation, safety and security plans, bus operations and staff, human resources, community support and involvement, Title 1, ESSER I & II, parent and student needs, quarantine/COVID reporting. She will also be a support for discipline involving referrals, suspension, and expulsion. She will handle all observations & evaluations of staff and students.
Daniel, Annelise	Dean	Instructional Dean	Mrs. Daniel will serve on the administrative team as the Instructional Dean, working to support students, teachers, and staff with curriculum, enrollment, and technology needs. She will be the first contact for new students as she will conduct all new student enrolment meetings and work with students to develop individual student Academic Success Plans.
Burnett, Stephanie	Dean	Dean of Students	Mrs. Burnett will serve on the administrative team as the Dean of Students working alongside teachers and staff, to promote a positive school culture and providing specific behavior support on campus.
Boling, Darlene	Teacher, ESE		Ms. Boling will serve the teachers and students at Alee Academy as the ESE School Specialist. She will be the lead contact for ESE services with teachers as well as county personnel. Ms. Boling will also serve students as a teacher of Learning Strategies.
Wilson, Dawn	Guidance Counselor		Ms. Wilson will serve the teachers and students at Alee Academy as our School Counselor and Testing Coordinator. Ms. Wilson will focus on assisting students with their individual academic success plan, class scheduling, and APEX orientations for all students. She will supervise and be the lead contact for the Executive Interns on campus. She will also be the lead contact for school level testing.

Demographic Information

Principal start date
Monday 7/19/2021, Cindy Emerick

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.*

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.*

Total number of teacher positions allocated to the school
11

Total number of students enrolled at the school
170

Identify the number of instructional staff who left the school during the 2020-21 school year.
4

Identify the number of instructional staff who joined the school during the 2021-22 school year.
6

Demographic Data

Early Warning Systems

2021-22

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	42	79	40	168
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	4	33	65	25	127
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	25	32	15	74
Course failure in Math	0	0	0	0	0	0	0	0	0	0	5	25	16	46
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	8	22	7	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	8	6	0	14
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	1	24	2	27

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	6	39	71	38	154

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	0	14	31	8	53
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	8	2	11

Date this data was collected or last updated

Wednesday 9/8/2021

2020-21 - 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	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	
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	
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

2020-21 - 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	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	
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	
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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					50%	56%		49%	56%
ELA Learning Gains					46%	51%		49%	53%
ELA Lowest 25th Percentile					33%	42%		44%	44%
Math Achievement					44%	51%		50%	51%
Math Learning Gains					45%	48%		47%	48%
Math Lowest 25th Percentile					36%	45%		41%	45%
Science Achievement					68%	68%		65%	67%
Social Studies Achievement					69%	73%		72%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	10%	47%	-37%	55%	-45%
Cohort Comparison						
10	2021					
	2019	5%	48%	-43%	53%	-48%
Cohort Comparison		-10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	9%	66%	-57%	67%	-58%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	27%	67%	-40%	70%	-43%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	52%	-52%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	3%	49%	-46%	57%	-54%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

English and Math Lake Standards Assessment for grades 9-12.
*Prior administration was informed that due to the pandemic, Alee Academy could not require students working remotely to return to campus to take the tests which is evidenced by this data.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	NA	NA
	Economically Disadvantaged	0	NA	NA
	Students With Disabilities	0	NA	NA
	English Language Learners	0	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	NA	NA
	Economically Disadvantaged	0	NA	NA
	Students With Disabilities	0	NA	NA
	English Language Learners	0	NA	NA
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	NA	NA
	Economically Disadvantaged	0	NA	NA
	Students With Disabilities	0	NA	NA
	English Language Learners	0	NA	NA
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	NA	NA
	Economically Disadvantaged	0	NA	NA
	Students With Disabilities	0	NA	NA
	English Language Learners	0	NA	NA

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	NA	NA
	Economically Disadvantaged	0	NA	NA
	Students With Disabilities	0	NA	NA
	English Language Learners	0	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	NA	NA
	Economically Disadvantaged	0	NA	NA
	Students With Disabilities	0	NA	NA
	English Language Learners	0	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	NA	NA
	Economically Disadvantaged	0	NA	NA
	Students With Disabilities	0	NA	NA
	English Language Learners	0	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	NA	NA
	Economically Disadvantaged	0	NA	NA
	Students With Disabilities	0	NA	NA
	English Language Learners	0	NA	NA

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	3	NA	NA
	Economically Disadvantaged	1	NA	NA
	Students With Disabilities	2	NA	NA
	English Language Learners	0	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	1	NA	NA
	Economically Disadvantaged	0	NA	NA
	Students With Disabilities	0	NA	NA
	English Language Learners	0	NA	NA
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	NA	NA
	Economically Disadvantaged	0	NA	NA
	Students With Disabilities	0	NA	NA
	English Language Learners	0	NA	NA
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	NA	NA
	Economically Disadvantaged	0	NA	NA
	Students With Disabilities	0	NA	NA
	English Language Learners	0	NA	NA

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	NA	NA
	Economically Disadvantaged	0	NA	NA
	Students With Disabilities	0	NA	NA
	English Language Learners	0	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	NA	NA
	Economically Disadvantaged	0	NA	NA
	Students With Disabilities	0	NA	NA
	English Language Learners	0	NA	NA
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	NA	NA
	Economically Disadvantaged	0	NA	NA
	Students With Disabilities	0	NA	NA
	English Language Learners	0	NA	NA
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	NA	NA
	Economically Disadvantaged	0	NA	NA
	Students With Disabilities	0	NA	NA
	English Language Learners	0	NA	NA

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD										12	
BLK										24	
HSP										14	
WHT										24	
FRL										18	8

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 2017-18	C & C Accel 2017-18

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 2016-17	C & C Accel 2016-17

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	15
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	30
Total Components for the Federal Index	2
Percent Tested	

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12
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
Asian Students	
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
Black/African American Students	
Federal Index - Black/African American Students	24

Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	14
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2
Multiracial Students	
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
Native American Students	
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
Pacific Islander Students	
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
White Students	
Federal Index - White Students	12
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	13
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our student population tends to score higher on ELA than math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our greatest need for improvement is in the content area of math with reading being a very close second.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors to this area needing the most improvement are the lack of foundation in our population's academic background. Our student population has many learning gaps due to factors like attendance and discipline. New actions that we are implementing include an intensive math class to rebuild the missing foundations.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Unfortunately, due to the pandemic, Alee Academy did not have any students complete the 9th, 10th, or 12th grade Lake Standards Assessments. We had three 11th grade students that showed proficiency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Improvements are difficult to identify with such low numbers of testers.

We have implemented an Attendance Incentive plan in hopes that our students will attend school on a more regular and consistent basis. We are hoping that having the students attend school each day will provide them with a greater learning opportunity.

What strategies will need to be implemented in order to accelerate learning?

We are implementing an incentive to recognize regular and consistent attendance.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development opportunities through TEACH ME as whole group regarding Student Engagement.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will provide regular progress monitoring via LSA and APM tests, differentiating instructional techniques to meet the needs of the students, and will continuing to provide Title 1 support to all students with an afterschool tutoring program.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	With the goal of closing the achievement gaps caused by the Covid-19 pandemic and the impact it has had on student achievement, teachers will plan purposeful lessons to help identify students that need additional reading interventions while providing explicit reading instruction to all students in order to strengthen the reading skills of all students.
Measureable Outcome:	It is our goal to have 10% of our lowest 25% students reading at or above their grade level by the end of the school year.
Monitoring:	The APM test will be given to all students in September and will be used as a baseline by which learning gains will be measured. Students will take the APM twice more to measure their learning gains throughout the school year. Additionally, we will also administer the FAIR test to all Intensive Reading students to measure learning gains and identify trends among our lowest quartile students throughout the year.
Person responsible for monitoring outcome:	Dawn Wilson (wilsond@aleeacademy.org)
Evidence-based Strategy:	Our intensive reading teachers will be using the Achieve3000 program to help our students build and/or strengthen their foundational skills.
Rationale for Evidence-based Strategy:	Data from Lake County District Schools and other high schools that use this program, have seen marked improvement in their lowest quartile students. We believe that by implementing this program with fidelity, our students will see similar improvements.

Action Steps to Implement

Implement Achieve3000 with fidelity while purposefully planning lessons to improve foundational reading skills.

Person Responsible	Annelise Daniel (daniela@aleeacademy.org)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	After reviewing the student attendance from last school year, it was determined that in person learning was limited. We believe that students will receive the greatest learning opportunities when they receive instruction from their teachers in person. We have developed and implemented an attendance incentive plan to increase in person learning.
Measureable Outcome:	We hope to see 20% increase in our student attendance.
Monitoring:	Weekly attendance reports will be reviewed to identify any trends.
Person responsible for monitoring outcome:	Cindy Emerick (emerickc@aleeacademy.org)
Evidence-based Strategy:	Positive Behavior Rewards will be given to students for regular and consistent attendance. Students will be recognized for meeting their attendance goals each week.
Rationale for Evidence-based Strategy:	The rationale used for this strategy is based upon the understanding that at-risk students are less likely to achieve academic success if not in a structured environment. At-risk students are usually less motivated and not typically self-starters, therefore, by positively reinforcing the behavior we desire from them (regular and consistent attendance) we hope we can close their gaps in learning.

Action Steps to Implement

Pull weekly attendance reports and identify trends. Reward students with regular and consistent attendance.

Person Responsible	Cindy Emerick (emerickc@aleeacademy.org)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	With the goal of closing the achievement gaps caused by the Covid-19 pandemic and the impact it has had on student achievement, teachers will plan purposeful lessons to help identify students that need additional interventions in math foundations while providing explicit instruction to all students taking a math course in order to strengthen the math skills of all students.
Measureable Outcome:	It is our goal to have 10% of our lowest 25% students understanding the material needed for the their assigned, required math course with successful completion by the end of the school year.
Monitoring:	The APM test will be given to all students in September and will be used as a baseline by which learning gains will be measured. Students will take the APM twice more to measure their learning gains throughout the school year. The LSA tests will also be administered throughout the year to provide more baseline, mid-year, and end of year data.
Person responsible for monitoring outcome:	Gary Price (priceg@aleeacademy.org)
Evidence-based Strategy:	Students requiring additional support in math will be identified by the math teachers, using data from the LSA and APM tests. Small group instruction and additional support will be provided in all math classes. We also added an intensive math class to our schedule in order to provide our students with the necessary foundation they need to move through the math courses required for graduation.
Rationale for Evidence-based Strategy:	Due to the pandemic, struggling math students did not complete much of their required coursework due to their lack of understanding. It was apparent that additional support was needed after reviewing the results of the Algebra 1 EOC and our students did not earn passing scores.

Action Steps to Implement

Review FSA scores from the previous year and compare with the current year APM and LSA results to identify areas/topics that students earned the lowest scores. Develop small group lessons to target the areas of need. after reviewing the FSA scores from the previous year and comparing with the APM and LSA results

Person Responsible	Gary Price (priceg@aleeacademy.org)

Administer the APM and LSA tests to determine a baseline for all students identified as needing Intensive Math.

Person Responsible	Gary Price (priceg@aleeacademy.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

2021 Discipline Data shows a number of tobacco offenses and disrespect offenses. The school administration team will monitor student behavior daily. The school counselor will implement additional SEL instruction to be conducted in addition to the mandatory 5 hours. By encouraging a positive and accountable culture, we hope to reduce the number of both of these offenses by 10% this year.

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.

Alee Academy is working hard to build stronger partnerships with local businesses in our community. These partnerships will help build us a strong, supportive, and positive culture by exposing our students to careers they may be interested in pursuing after high school. We hope to develop a program with these partners to bring their skills and knowledge to our campus for various hands on learning opportunities for our students. Our local business partners help support our positive behavior support by donating items to recognize students with attendance incentives as well.

We offer multiple parent activities and plan to host more this year. The students and the school need parental support in order to be successful.

The Charter Board of Directors has been instrumental in helping to boost positivity among the students, staff, and community members with their continued dedication to providing a safe and secure learning environment.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Lake County Schools - administrative support
City of Eustis - school supplies for all new students
Eustis Chamber of Commerce - school supplies for all new students
Winn Dixie - Fundraiser contributor for school supplies
Sonic - Fundraiser contributor for school supplies
U.S. Military - recruiters

TD Bank - Fundraiser contributor for school supplies/school supplies for new students
United Southern Bank - Teacher supplies
Eustis Police Department - Fundraiser contributor for school supplies/security needs
Lake County Sheriff's Department - Fundraiser contributor for school supplies/security needs
Cobb's Tractor - Fundraiser contributor for school supplies
Lake Technical College - Fundraiser contributor for school supplies/dual enrollment opportunity for students
Lake Sumter State College - dual enrollment/dual enrollment opportunity for students
Forward Pathways - homeless teens needing support
Lifestream Behavioral Health - mental health services
OneBlood - Fundraiser
Striking Effects - printing needs
DNM Embroidery - school uniform supplier

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA				$61,408.25
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1140	120-Classroom Teachers	9018 - Alee Academy Charter School	Title, I Part A		$61,408.25
			Notes: Title 1 Paraprofessionals, Title 1 Teacher, Potential Specialist			
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		239-Other	9018 - Alee Academy Charter School	Other		$500.00
		239-Other	9018 - Alee Academy Charter School	Other		$500.00
3	III.A.	Areas of Focus: Instructional Practice: Math				$53,579.68
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	2110	100-Salaries	9018 - Alee Academy Charter School	General Fund		$53,579.68
			Notes: Teacher salary			
					Total:	$115,987.93