



---

## Table of Contents

---

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>11</b>
<b>III. Planning for Improvement</b>	<b>15</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>23</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>0</b>
<b>VI. Title I Requirements</b>	<b>24</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>26</b>

# Alee Academy Charter School

1705 E COUNTY ROAD 44, Eustis, FL 32736

<http://www.aleeacademy.org>

## School Board Approval

This plan was approved by the Lake County School Board on 8/28/2023.

## 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.**

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 or accelerated diploma, Alee Academy offers grade forgiveness/grade recovery options and the Performance Based Diploma Option as opportunities afforded through a non-traditional learning environment. Alee Academy believes that all students can achieve excellence in a safe, 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, 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
Emerick, Cindy	Principal	<p>The role of the principal is to provide leadership, guidance, and support to all employees, coordinate and manage all high school campus and academic activities. The principal is responsible for developing, administering, and monitoring educational programs, optimizing academic opportunities, and promoting safe and successful development of each student. The Principal is responsible for protecting academic integrity, complying with all federal and state laws, ensuring appropriate credentials of teaching faculty, and the encouraging achievement of academic objectives through appropriate instructional programs. Performs related work as directed by the charter school's governing board.</p> <p>Additionally, the Principal is responsible for maintaining accurate employment and payroll records for all employees, completing all Human Resource requirements for employees, obtaining benefits, managing the annual budget including all federal and state funding sources as well as awarded grants.</p>
Burnett, Stephanie	Assistant Principal	<p>The purpose of the job is to assist in the administration, coordination and management of all high school campus and academic activities. Employees in this job assist the Principal in the development, administration, and monitoring of educational programs, optimizing academic opportunities, and promoting safe and successful development of each student. Position is accountable for enforcing academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs. Performs related work as directed.</p> <p>Facilitates school based implementation and administration of federal, state and district testing programs; analyzes, disaggregates, compiles, disseminates and assists with interpretation of data for the continuous improvement process.</p>
Watt, Michael	Dean	<p>To assist the Principal with providing a school atmosphere in which learning is of prime importance by implementing governing board policies designed to maintain proper student discipline. This Dean is the head of campus safety and security and ensures compliance with all state and federal mandates pertaining to campus safety.</p>
Boling, Darlene	Staffing Specialist	<p>Coordinates educational placement and appropriate services for students with disabilities.</p>

**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.

Collaboration from stakeholders is essential to the school improvement process. The Governing Board of Directors holds monthly public meetings where stakeholders are invited to voice concerns. The governing board uses the time in these meetings to discuss any concerns from the school level leadership, ensure the successful operation of the school including fiscal responsibility and student achievement. This is also a time for the Governing Board to address any parent, student, or community stakeholder concerns that has been brought to their attention. The school level leadership team meets regularly throughout the school year. During these meetings student achievement, behavior, student and staff mental health, and instructional practices are discussed. Parents are invited to various school sponsored events and given the opportunity to complete surveys involving school procedures, safety, academics, and are always encouraged to contact the school principal with any concerns or suggestions throughout the school year. Students are asked to complete culture and climate surveys as well as student engagement surveys at least twice per school year. Community members are provided are also asked to complete a community engagement survey as well. School level leadership compiles all of the data collected and holds collaboration sessions, open to all stakeholders. It is at these meetings where priorities and goals for improvement are determined. After the priorities and goals are determined, the school level leadership develops the plan for improvement. The school improvement plan is then shared with the Governing Board of Directors for final approval. The school improvement plan is then made available to all stakeholders via our school website.

**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))

School level leadership will meet regularly to disaggregate attendance, discipline, student achievement, and instructional effectiveness data as we believe all of these areas contribute to academic improvement, especially in the at-risk population. The leadership team will meet with instructional staff at regular intervals throughout the year to discuss and identify trends, both positive and negative, as well as areas of concerns. We will continue to revisit our plan to ensure we are working toward our identified goals. If we find the need to realign ourselves, we will collaborate as a leadership team on next steps for that to happen. We will also regularly re-evaluate the goals we have and revise as needed to ensure the best plan for improved student achievement as we move through the year.

<b>Demographic Data</b>	
<b>2023-24 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>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	65%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%



<b>Charter School</b>	Yes
<b>RAISE School</b>	No
<b>2021-22 ESSA Identification</b>	CSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	Yes
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students (BLK)* Hispanic Students (HSP)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
<b>School Grades History</b>	
<b>School Improvement Rating History</b>	2021-22: MAINTAINING 2020-21: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING
<b>DJJ Accountability Rating History</b>	

**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	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
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	0	0	0

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	0	0	0	95
One or more suspensions	0	0	0	0	0	0	0	0	0	175
Course failure in ELA	0	0	0	0	0	0	0	0	0	60
Course failure in Math	0	0	0	0	0	0	0	0	0	113
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	53
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	43
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	0	0	53

**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	0	0	101

**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	110
Students retained two or more times	0	0	0	0	0	0	0	0	0	2

**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	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
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	0	0	0

**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	0	0	0

**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

**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.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	School	2022		School	2019	
		District	State		District	State
ELA Achievement*		45	52		50	56
ELA Learning Gains		45	52		46	51
ELA Lowest 25th Percentile		32	41		33	42
Math Achievement*		38	41		44	51
Math Learning Gains		41	48		45	48
Math Lowest 25th Percentile		40	49		36	45

Accountability Component	2022			2019		
	School	District	State	School	District	State
Science Achievement*		59	61		68	68
Social Studies Achievement*		64	68		69	73
Middle School Acceleration						
Graduation Rate	22			11		
College and Career Acceleration	13			12		
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	18
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	35
Total Components for the Federal Index	2
Percent Tested	
Graduation Rate	22

**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	0	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	20	Yes	3	3
HSP	27	Yes	3	3
MUL				
PAC				
WHT	21	Yes	3	3
FRL	13	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										22	13	
SWD										0		
ELL												
AMI												
ASN												
BLK										20		
HSP										27		
MUL												
PAC												
WHT										22	20	
FRL										20	5	

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										22	8	
SWD										12		
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										24		
HSP										14		
MUL												
PAC												
WHT										24	0	
FRL										18	8	

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										11	12	
SWD										6		
ELL												
AMI												
ASN												
BLK										10		
HSP										8		
MUL												
PAC												
WHT										14		
FRL										9		

**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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	6%	44%	-38%	50%	-44%
09	2023 - Spring	5%	44%	-39%	48%	-43%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	4%	51%	-47%	50%	-46%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	3%	49%	-46%	48%	-45%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	6%	60%	-54%	63%	-57%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	5%	60%	-55%	63%	-58%

### 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 2023 data indicates that our students performed lowest in math. Research shows there is a strong correlation between student achievement and attendance. A common characteristic of at-risk students is truancy, so while truancy is not something that can be controlled by the school alone, ensuring a positive school culture can make attending school more attractive to students; which is in our control.

The national teacher shortage led to a high teacher turnover which contributed to low academic performance because instructional coaching cycles could not be fully implemented.

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

Data shows that math is our greatest decline. In addition to the correlation between student achievement and attendance, the lack of basic foundational skills generally found in at-risk students is a factor that contributes to the math performance decline seen last year. Students often enroll at Alee Academy three to four years behind in grade level, making it very challenging to teach grade level math curriculum without building the foundational skills. Providing consistent and continuous intervention along with regular progress monitoring is vital in closing the achievement gap. Last year, we did not have certified interventionists to provide support to our math teacher and the math students, but upon realizing the significance of the students' academic deficiencies, we recognize the need to bring in additional instructional support personnel.

As an alternative school that serves an at-risk population of teens, ages 14-22, the personal struggles and challenges of our students also contribute to the decline in all of our achievement data. Many of our students have endured incomprehensible obstacles, including jail time, homelessness, abuse, and abandonment, resulting in a mindset focused on survival. They come from disjointed and unsupported households or households where there is no one to assist them with academics after school. Many that have been on a decline, have become responsible to make financial contributions to their families and/or be the caregiver for younger siblings so their parents can work. Some of our students are even learning to cope with the struggles of being a teen parent. All of these factors leave school attendance, academic progress, and graduating at or near the bottom of their list of priorities. These are only a few of the significant challenges that many of our students face and all contribute to their performance, achievement level, and learning gains. Because these are factors that are beyond the control of the school, but are definite factors that contribute to low performance, our team realized that by not having a mental health provider on staff to provide social-emotional support, we fell short of our mission to help students reach their academic and personal potential.

**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.**

The greatest gap in our data compared to the state is in History. Our school had only 5% of the students score a level 3 or above, whereas 63% of the students across the state earned a level 3 or above. Contributing to this gap is shown by looking at the most recent ELA data. There is a 43% gap in Grade 10 ELA compared to the state which indicates that students are struggling with reading skills. With the vast majority of History comprised of reading passages that require the ability to comprehend complex, informational text, students with low reading skills would experience difficulty in achieving a Level 3 on the History test.

At-risk students are characterized as not performing on grade level and likely to drop out due to a long record of being academically unsuccessful. When faced with the stress of performing well on standardized tests, at-risk students, who have already been identified as performing well below their peers, are more likely to take the attention off of their inability to achieve by acting out or shutting down, thus, their scores are severely impacted.

Comparing the ELA data for Grade 10 students in 2019, there has been a 5% increase in the number of students scoring Level 3 or above. The data for 2021-2022 showed learning gains in ELA of 32%.

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

Algebra showed the greatest improvement, moving from 0% of the tested students earning a Level 3 or higher in 2019 to 4% in 2023. This is an 18% reduction in the gap between the school's scores to the state's scores.



When comparing the ELA data for Grade 10 students in 2019 to 2023, we observed a 5% increase in the number of students scoring Level 3 or above. The data for 2021-2022 showed learning gains in ELA of 32%. While this isn't our most improvement area, it is significant because of the other content areas in which these positive moves will impact.

In 2021-2022, the gap in the History EOC in comparison to the state was 61%. This massive gap was because there were 0 students that earned a Level 3 or higher on the History EOC that year. However, the data from 2022-2023, showed 5% of the students tested earned a Level 3 or higher, thus decreasing the gap by 3%.

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

The greatest area of concern from our EWS data is our absentee levels, which is very common with at-risk students. When looking at individual student data, a direct link between attendance and academic performance is visible. The number of students not showing gains in math and reading on statewide assessments is alarming as it is likely to result in an increase in our drop out rate and the number of unsuccessful graduates (those not earning a diploma with their cohort). There is also concern that if our students continue to experience failure on statewide assessments and not meeting the requirements for graduation, it will cause yet another struggle, this time with their self esteem and other possible mental health concerns.

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

1. Student Achievement
2. Student Absenteeism
3. Student Culture and Motivation
4. Stakeholder and Community Involvement
5. Teacher Professional Development and Retention

**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.

We plan to promote a Positive Culture and Environment by focusing on student attendance. After reviewing the early warning indicators of our population, our team determined that improving attendance is our most critical need. We discovered that almost every month of the 2022-2023 school year, over 100 students showed up in the attendance rate > 10% category.

Our social worker will require daily "check ins" for students in this category and will be in constant communication with students and families via phone, email, and/or home visits to encourage students to attend school daily. She will also be available to assist students with meeting their basic human needs as well. As research shows, the lack of basic human needs causes people to fall into "survival" mode, making surviving more important than anything else, including school. Our social worker will assist students and families with food and clothing if needed, and will refer students and/or families for community mental health services.

She will conduct small group sessions that will teach coping skills, self-advocacy, self-worth, and self-esteem. We believe that having these skills will increase student achievement because students will learn how to appropriately respond to uncomfortable and stressful situations and how to properly express their needs. We expect that by hiring a full time licensed school social worker, our students will learn the importance of their choices, (daily attendance) and will be held accountable for it by utilizing our behavior contracts with students which include attendance guidelines.

### Measurable Outcome:

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

By focusing on creating a positive culture and environment, our goal is to see a 10% increase in our daily attendance rate.

We believe having a trained social worker that is dedicated to monitoring student attendance, specifically those habitually absent students, and the families using email, phone, and/or home visits both students and their families will be more accountable.

### Monitoring:

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

The social worker will review daily attendance data, the principal will review attendance reports weekly and the PST will review attendance data monthly. During the PST meetings, trends will be identified and adjustments to the plan will be made accordingly. By implementing these action steps for this area of focus, our goal is to see a consistently decreasing trend, visible by a 10% increase in student daily attendance.

### Person responsible for monitoring outcome:

Cindy Emerick (emerickc@aleeacademy.org)

### 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.)

We will be using:

7 Habits of Highly Effective Teens by Steven Covey

Mental Health & High School Curriculum - Understanding Mental Health & Mental Illness

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

We believe implementing these strategies will create a culture of positivity, inclusion, and intrinsic motivation. By creating a positive, respectful, motivational learning environment and positive school culture we believe we will increase attendance, increase respect for self and others; and increase intrinsic motivation. In turn, we will see an rise in student achievement and academic gains for all students.

**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?**

Yes

**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.

The social worker will focus on building relationships, holding individual and group Resiliency Education sessions, promoting positive culture among students, tracking attendance and following up with students who have 3 or more consecutive absences - making home visits as necessary.

**Person Responsible:** Cindy Emerick (emerickc@aleeacademy.org)

**By When:** This will be an on-going process throughout the year and will be monitored regularly, throughout the year.

The Social Worker will also identify students in need of the MTSS process and work with our ESE School Specialist to ensure the process is documented and used with fidelity as needed to support all students.

**Person Responsible:** Cindy Emerick (emerickc@aleeacademy.org)

**By When:** This will be an on-going process throughout the year and will be monitored by the PST and MTSS Team monthly.

Our Social Worker/Mental Health Liaison (MHL) will do pull in/push out small group book studies with grades 9-12, using the book The 7 Habits of Highly Effective Teens. This will also include follow up lessons and assignments. Through relationship building, support will be provided to those in need and the Problem Solving Team will then discuss next steps for individual student support. Once the Problem Solving Team determines the level of risk for the individual we will decide what action steps and resources need to take place for that particular student/incident.

**Person Responsible:** Cindy Emerick (emerickc@aleeacademy.org)

**By When:** This will be done throughout the year and administered by our School Social Worker to all grade levels.

## #2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

### 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.

For the past two years, there has been a high turnover of both instructional and non-instructional personnel due to various factors which has had a substantial impact on student learning and achievement. The administrative team will focus on creating a more positive school culture and environment among our teachers and staff by increasing professional development opportunities, providing additional opportunities for instructional coaching and classroom support throughout the year.

The governing board of directors has already approved an increase in instructional salary as that was one of the reasons given for the turnover in instructional personnel. By focusing our efforts on this area of focus we expect to see a 50% increase in teacher retention and a 10% increase in potential applicants. With these increases in teacher retention and recruitment our goal is to see a 10% increase in student attendance and a 10% increase in learning gains on state testing and EOCs.

### Measurable Outcome:

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

By focusing on this area we strive to see a 10% measurable outcome in the number of teachers that remain employed at Alee Academy for the entire school year. We will also be able to measure the success of our improvement in this area of focus based on the number of teachers that choose to return the following school year. Our goal is for 50% of our teachers and staff to return the following school year.

### Monitoring:

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

We will monitor culture throughout the year with individual meetings with both instructional and non-instructional staff and requesting their feedback. The administrative team plans to be more visible on campus and in classrooms, observing student and teacher interaction and engagement in addition to instructional practices. All personnel will be asked to complete a climate and culture survey twice per year that will provide the administration with anonymous feedback.

The administrative team makes it a point to meet with the instructional personnel everyday after dismissal for a quick debriefing of the day. This gives everyone an opportunity to address intimate needs of students, teachers, and staff.

Finally, all new teachers will complete our newly developed teacher mentor program. This program assigns new teachers with a veteran teacher and/or administrator for on going mentoring throughout the year.

### Person responsible for monitoring outcome:

Cindy Emerick (emerickc@aleeacademy.org)

### 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.)

We will use FCPCS approved Observe4Success tool when conducting formal evaluations and informal observations. The administration will provide feedback to all personnel within 48 hours of all evaluations and observations.

We will use surveys created by Cognia to gain anonymous feedback from all personnel regarding the culture and climate of our school.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

By using one tool to conduct observations and evaluations of all personnel, the leadership team will be able to collaborate and gain insight as to whole group professional development needed as well as the opportunity to work with individual personnel on specific professional development needs.

By conducting evaluations during set points in the year as well as randomly the administrative team will engage in classroom instruction and provide immediate feedback regarding instructional practices, thus providing continuous support to the teachers.

Increasing the base salary will address the shared concern among present teachers, which we hope will improve moral and job satisfaction.

**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?**

Yes

**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.

The administrative team will create a calendar that shows the scheduled date for formal visits to the classrooms. Informal visits will be conducted as often as possible and documented as well. Immediate concerns will result in a scheduled meeting. Administration will use the Observe4Success tool to track evaluations, observations, and progress.

New teachers will be assigned their mentor during pre-planning.

All teachers will be scheduled to complete peer to peer observations throughout the year. A collaborative learning session to debrief on observation take-aways will be scheduled and documented.

**Person Responsible:** Cindy Emerick (emerickc@aleeacademy.org)

**By When:** (Formal Evaluations) Twice per school year (Informal Observations) Randomly (Mentor Program) Weekly Learning Sessions (Peer Observations) Quarterly

The leadership team will use observation data to identify and schedule professional development opportunities for instructional and non-instructional staff. Inspire Instruction will provide year-long professional development to our instructional staff. The specific target areas are student engagement and motivation, best practices, classroom management, and resiliency education- all with the goal of increasing student achievement.

Additionally, leadership will schedule time for instructional coaching cycles.

**Person Responsible:** Stephanie Burnett (burnetts@aleeacademy.org)

**By When:** On-going

Increase the instructional salary to the state required minimum so as to be competitive with the Lake County School District instructional salary schedule.

**Person Responsible:** Cindy Emerick (emerickc@aleeacademy.org)

**By When:** At the conclusion of the 2022-2023 school year, our board of directors voted to set our base salary for instructional personnel at \$47,500.00 beginning with the 2023-2023 school year.

### #3. Instructional Practice specifically relating to Small Group 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.

We have employed two full time, highly qualified teachers that are dedicated to reading and math instruction and intervention. These teachers will work alongside the regular classroom teacher, providing one-on-one student support or will provide small group instruction, daily. The "evidence based strategies and activities" will be based on allowing teacher autonomy to create lessons deemed appropriate to address the needs of individual students and their levels of understanding. The goal is to move them to grade level achievement. It is also our intention to employ a part-time paraprofessional that will act in a supportive role to both of our interventionists, assisting with lesson preparations or providing interventions as determined by the interventionists.

Each sub-group will be addressed as data is received throughout the school year. However, based on the 2022 accountability data, our school did not have enough students in any one sub-group to be calculated for any of the achievement components. Our goal is to increase the number of students scoring in all sub-groups, from 0% - 5% and see our percentage increase from 0% to 5%. Our data analysis includes the MTSS and Problem Solving teams and plans for additional support for students in each sub-group will be defined, evaluated, and adjusted as deemed necessary by the team.

#### Measurable Outcome:

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

It is the school's goal that 10% of students receiving reading intervention, will see an increase in scale score on their FAST ELA reading tests.

It is the school's goal that 10% of students receiving math intervention, will see an increase in scale score on their ALEKS progress monitoring tests.

#### Monitoring:

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

This will be monitored by the intervention teachers, the added Para-professional, the school social worker, and overseen by administration. Our goal is to show a measurable outcome of 10% learning gains in both reading and/or math for all sub-groups.

#### Person responsible for monitoring outcome:

Stephanie Burnett (burnetts@aleeacademy.org)

#### 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.)

Reading Intervention will be provided by Achieve3000 and supplemented with teacher-led lessons. Math intervention will be provided by ALEKS and also supplemented with teacher-led lessons. Students will be provided with resources to deepen their understanding. This area of focus will begin with any student scoring a Level 1 in reading and math. Interventions will apply to all Level 1 students in grades 9-12.

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By implementing, monitoring and supporting these programs, when utilized in a small group setting and with the support of intervention teachers, intervention will be provided to students at their current reading and math level, show individual learning gains, and close the achievement gap, thus moving these students towards successful grade level learning in reading and/or math.

**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.

The students will take pre-tests when they enroll. This will establish their baseline. Periodic progress checks will be graphed. Post-tests will be administered after a student has completed a unit of study. These results will be graphed as well. The data collected will be used to measure the effectiveness of the intervention in terms of academic growth. The intervention teacher will record student data and anecdotal notes from observing student performance and behavior. The MTSS team, including the intervention teacher, will meet regularly to discuss the data collected. If the data does not show academic learning gains are being made, the team will develop a plan for next steps.

**Person Responsible:** Stephanie Burnett (burnetts@aleeacademy.org)

**By When:** Baseline data will be obtained within 7 school days after the baseline assessment, mid-year, and at the conclusion of the school year after the third test has been administered.

**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).

School level leadership meets with instructional personnel at least 3 times per school year to disaggregate and discuss student achievement data. During these meetings, the team identifies trends in the data and establishes plans for improving individual student achievement. The school administrators present this data and all trends associated to the governing board of directors and include research-based strategies and available professional development opportunities. All stakeholders are given access to the same data and invited to participate in public board meetings to discuss funding and personnel allocations that will support the students most in need of additional support. It is through this collaboration process decisions are made and regarding personnel, programs, and materials that support closing the achievement gap.

Based on information provided to our current director prior to her appointment, the district superintendent suggested the governing board make a change in leadership at the conclusion of the 2020-2021 school year. The current director began in July 2021.

During our annual site visit with the district for SY2022, Alee Academy's newly appointed director and leadership team discussed the reading program Achieve3000 with the district. School leaders wanted to provide continuity of learning to students that transferred to our school from a district school and had been using the Achieve3000 program. Alee Academy adopted the program that summer and began using it during SY2023. Also in SY2023, school leaders requested information from the district about the math program used at the district schools, again, to provide as much consistency to the students as possible. ALEKS was adopted and started being used by our math teacher as a diagnostic tool and for supplemental practice this year. The district also shared information regarding the Edgenuity program during the SY2022 site visit at the school leadership's request and that program was also adopted for the 2022-2023 school year to assist students in

credit recovery.

The school's director and governing board made the decision to hire a full time social worker dedicated to addressing the basic human needs of our students. Our social worker is also ESE certified with more than 20 years in education and many years of experience as a foster parent. She brings a different level of support to our students because of her experiences. With the at-risk population, this level of experience is invaluable because our students must find trust in the teachers and staff or they will close themselves off leaving no chance at academic achievement.

## 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.

School level leadership conducts surveys of our stakeholders periodically through the school year. Students, parents, staff, and community members are given opportunities to rate the effectiveness of the school's program, instruction, culture, climate, communication, special programs, curriculum, and overall satisfaction of the school which helps in decision making. In addition to stakeholders contributing through surveys, governing board meetings are always advertised via school website, social media platforms, and the local newspaper to encourage participation by all stakeholders.

In the same ways that information is collected to assist in decision making, dissemination of information and assessment results along with funding and budgeting, occurs the same way. Additionally, an annual Title One meeting takes place to share the SIP, PFE plan, and Title One Budget. Every attempt is made to translate communications to stakeholders in both English and Spanish.

[www.aleeacademy.org](http://www.aleeacademy.org)

**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))

Recently, the governing board of directors approved new members to join the board. The newest members of the governing board are members of the local communities from which we draw our student population. The school director has chosen to begin hosting monthly meetings via zoom in an effort to increase parent, guardian, and other members of our communities to get more involved. Holding these meetings monthly and at different times of the day, will give all parents a chance to be involved in their child's education. We will encourage members of our community to learn more about events held at the school by welcoming them to join these monthly meetings also. The meetings will provide important dates for school sponsored events, testing, report cards, fundraisers among other things.



Weekly phone calls are sent out to parents and guardians with important information as well.

Monthly "school news" submissions are sent to the local newspapers and are posted on various social media sites.

The implementation of "Workforce Wednesdays" will also promote community involvement. This program is designed to teach our students about the various occupations available locally. Bringing members of the community to our campus will strengthen the mission and vision of Alee Academy as it will help us prepare our students for their futures.

**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 III of the SIP. (ESSA 1114(b)(7)ii)**

Alee Academy uses the data that we have available to us throughout the year to determine the areas of need that are the greatest, for both students and teachers. The data used includes surveys, assessment results, attendance records, and discipline reports. Based on all of the data reviewed, decisions are prioritized to ensure that student safety, learning, and academic progression remain the focus of our program. This school year, we have shifted to a more student centered approach, realizing that our students have skills ranging from one to three years of achievement gaps. We occasionally find some students are farther behind than three years. Because of this information, our teachers will be using both a standards based online curriculum in addition to direct teaching that will supplement the curriculum. This approach is intended to close the achievement gaps in reading and math. We have two teachers this year that will focus on building our students' foundational skills which, as research suggests, will allow for a deeper understanding of grade level content and should improve test scores.

**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))**

N/A

**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))**

We will monitor this by adding a Social Worker to our leadership team. She will focus on building relationships, doing individual and group SEL lessons, promoting positive culture among students, tracking attendance and following up with students who have 3 or more consecutive absences - making house visits as necessary. She will utilize our implementation of behavior contracts with students which include attendance guidelines. The Social Worker will also identify students in need of the MTSS process and work with our ESE School Specialist to ensure the process is documented and used with fidelity as needed to support all students.

Students that are moved to T2 will be assigned a mentor on campus. This is someone the student may choose if they have a particular person on campus they connect with or this will be assigned by the PST.

We will have a section on our website for mental health resources for students and families to easily

access any resources needed for mental health support.

We also will continue to have google forms on student computers for them to directly report any mental health concerns for themselves or another student. This will go directly to our school Social Worker/MHL. Teachers will also have a referral google form on their Google Classroom Hubs to refer students for mental health services as needed.

**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 are implementing a new program this year called Workforce Wednesday. We believe many of our students lack exposure to local career opportunities and we are determined to fix that. We will be partnering with local businesses to bring speakers on campus to share their job and share their journey. We will then follow up with students with an interest survey on that particular job and arrange a small group meeting with those interested and the speaker to discuss the job further and perhaps internship opportunities. We also plan to partner with Lake Tech for campus tours and information so students understand the options available to them at Lake Tech. We also plan to give the ASVAB three times this year. This will hopefully give students insight into not only opportunities in the military but also interests and strengths they may not have known they have.

**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).**

We will use the MTSS model of support for behavior intervention. The school social worker will be working to improve attendance and will also be using referrals for mental health to address needs that may be indirectly causing behavioral problems. We will also be using the PBIS to reinforce and encourage positive behavior i

**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))**

We will utilize the districts Mental Health First Aid training for all teachers and staff. We are partnered with Inspired Instruction for year long Professional Development that will help our teachers understand their students test scores and assist them with learning different instructional techniques.

**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				\$52,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6110	394	9018 - Alee Academy Charter School	UniSIG		\$52,000.00
			<i>Notes: Alee Academy has hired a School Social Worker as a means to support our students' personal challenges and academic needs. The overall goal is to see students making academic progress and providing individual mental health support.</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$6,795.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	310	9018 - Alee Academy Charter School	UniSIG		\$5,200.00
			<i>Notes: Alee Academy signed a professional development agreement with Inspire Instruction to provide professional development training sessions all school year. This professional development targets the following areas leading to increased student achievement and teacher support: 1. Student engagement and Motivation 2. Best Instructional Practices 3. Classroom Management Techniques 4. SEL Needs</i>			
	7730	369	9018 - Alee Academy Charter School	UniSIG		\$1,595.00
			<i>Notes: FCPCS Observe4Success tool has been approved by FLDOE and will be used to provide feedback to teachers. The goal of this tool is to improve instructional practices by identifying individual teachers' professional development needs.</i>			
3	III.B.	Area of Focus: Instructional Practice: Small Group Instruction				\$9,989.75
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	310	9018 - Alee Academy Charter School	UniSIG		\$1,933.20
			<i>Notes: Achieve3000 and ALEKS professional learning for our teachers to help guide small group instruction with fidelity.</i>			
	5100	394	9018 - Alee Academy Charter School	UniSIG		\$8,056.55
			<i>Notes: Part-time paraprofessional to assist intervention teachers with small group instruction and remediation. Benefits included.</i>			
					<b>Total:</b>	<b>\$71,250.00</b>

**Budget Approval**

**Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.**

No