

Lake County Schools

ALEE ACADEMY CHARTER SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Lake County School Board on The SIP was approved by the school board on September 9, 2024..

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: <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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 through a non-traditional learning environment. Alee Academy believes that all students can achieve excellence in a safe, positive, challenging educational environment that stimulates their interests, 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 Academy believes that, "If you treat someone the way s/he is, s/he will remain as s/he is. If you treat someone the way s/he could be and ought to be, s/he will become what s/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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Cindy Emerick

Position Title

Director/Principal

Job Duties and Responsibilities

The role of the Director/Principal is to provide leadership, guidance, and support to all employees, coordinate and manage all high school campus and academic activities. The Director/Principal is responsible for developing, administering, and monitoring educational programs, optimizing academic opportunities, and promoting safe and successful development of each student. The Director/Principal is responsible for protecting academic integrity. Additionally, ensuring compliance with all federal, state, and local laws, appropriate credentials of teaching faculty, and encouraging achievement of the school's mission and vision by selecting appropriate instructional materials and programs. The Director/Principal performs related work as directed by the school's governing board of directors. The Director/Principal is responsible for maintaining accurate employment and payroll records for all employees, completing all Human Resource requirements for all employees, obtaining benefits, managing the annual budget including federal and state funding sources as well as any monetary awards earned/received.

Leadership Team Member #2

Employee's Name

Stephanie Burnett

Position Title

Assistant Principal/Testing Coordinator

Job Duties and Responsibilities

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.

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.

Leadership Team Member #3

Employee's Name

Matt Elmatti

Position Title

Dean of Students

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name

Darlene Boling

Position Title

ESE School Specialist

Job Duties and Responsibilities

Coordinates educational placement and appropriate services for students with disabilities.

Leadership Team Member #5

Employee's Name

Linda Bob

Position Title

School Social Worker/Mental Health Liaison

Job Duties and Responsibilities

Employees in this position work directly with school administrators as well as students and families, providing leadership in forming school discipline policies, mental health intervention, crisis management, and support services.

Leadership Team Member #6

Employee's Name

Silvia Hemsath

Position Title

Graduation Facilitator/Lead Teacher

Job Duties and Responsibilities

A graduation facilitator works directly with students who are at risk of dropping out of high school or failing to graduate. Their job duties include developing strategies for the students to improve their grades, setting short and long term goals, and counseling parents on how best to support their children.

Leadership Team Member #7

Employee's Name

Eric Macarski

Position Title

MTSS Coordinator/Teacher

Job Duties and Responsibilities

The MTSS coordinator is responsible for collaborating closely with building administrators, educators, support staff, families, and students to establish and implement a tiered framework that uses data to meet the needs of each and every student through academics, behavior, and social-emotional learning (SEL) interventions. Employees in this position provide guidance to teachers school-wide to ensure that research-based MTSS strategies, interventions, and systems are in place to support student achievement.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders have a vital role in our school improvement process. The governing board of directors holds monthly, public meetings where stakeholders are invited to share their thoughts, suggestions, and/or concerns. The governing board uses the time in these meetings to discuss concerns identified by the school level leadership, fiscal responsibility, student achievement, and general school operation. It is also during these meetings that stakeholders are encouraged to address the governing board.

School leadership meets monthly to address student achievement, behavioral concerns, operational procedures, campus safety and security, as well as curriculum and instruction. Students, teachers, and parents, are sent stakeholder engagement surveys which include topics such as school procedures, safety, curriculum, instruction, and student achievement. Community engagement surveys are posted on our school website as well as on our social media platforms as well. All of the data collected from the surveys is compiled and collaboration meetings are scheduled. The meetings are advertised on the school website and social media platform, with all stakeholders being encouraged to participate. These meetings are designed to identify priorities and goals for school improvement.

Stakeholders are also encouraged to contact the Director/Principal with suggestions or concerns any time throughout the school year. The Director/Principal requests an email address from any stakeholder that reaches out directly in order to invite the person to participate in our school improvement collaboration meetings. Finally, our students, their parents, along with our staff and community leaders are always encouraged to attend school sponsored events that are held during the school year where school's mission and purpose is experienced first hand. This leads to active involvement and participation in our students' achievement and overall school improvement..

Once the collaboration has finished, the school improvement plan is shared with the Governing Board of Directors for final approval. Once final approval has been obtained and submitted, it is made available on the 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

Alee Academy's charter board will be presented with data during their regularly scheduled meetings. The SIP will be revisited regularly and the board of directors, administrators, and instructional personnel will determine whether the data is aligned with goals identified in the SIP. Additionally, stakeholder feedback will be sought through the use of surveys. The surveys will be provided to all stakeholder groups with the intention of gaining input that will be used by the SIP team to make adjustments as necessary.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	59.3%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	47.2%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP)* WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: MAINTAINING 2022-23: * 2021-22: MAINTAINING 2020-21: MAINTAINING 2019-20:

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	1	27	37	64	129
One or more suspensions	0	15	16	16	47
Course failure in English Language Arts (ELA)	0	22	29	36	87
Course failure in Math	0	9	7	28	44
Level 1 on statewide ELA assessment	2	22	36	43	103
Level 1 on statewide Algebra assessment	1	14	30	26	71

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators	1	32	40	58	131

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	29	29
Students retained two or more times	0	1	1	13	15

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	9	48	55		45	50		45	51
ELA Grade 3 Achievement **									
ELA Learning Gains	18	51	57						
ELA Learning Gains Lowest 25%		54	55						
Math Achievement *	4	41	45		40	38		33	38
Math Learning Gains		42	47						
Math Learning Gains Lowest 25%		41	49						
Science Achievement *	36	64	68		62	64		38	40
Social Studies Achievement *	7	68	71		62	66		41	48
Graduation Rate	18	90	90	13	90	89	22	59	61
Middle School Acceleration								38	44
College and Career Readiness	11	70	67	19	61	65	13	64	67
ELP Progress		48	49		56	45			

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	15%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the FPPI	103
Total Components for the FPPI	7
Percent Tested	88%
Graduation Rate	18%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
15%	16%	18%	15%		12%	14%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	29%	Yes	5	5
Black/African American Students	16%	Yes	5	5
Hispanic Students	33%	Yes	5	
White Students	9%	Yes	5	5
Economically Disadvantaged Students	10%	Yes	5	5

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	14%	Yes	4	4
Black/African American Students	26%	Yes	4	4

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	4%	Yes	4	4
White Students	13%	Yes	4	4
Economically Disadvantaged Students	19%	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	0%	Yes	3	3
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	20%	Yes	3	3

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	27%	Yes	3	3
Multiracial Students				
Pacific Islander Students				
White Students	21%	Yes	3	3
Economically Disadvantaged Students	13%	Yes	3	3

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	9%		18%		4%			36%	7%		18%		11%
Students With Disabilities											29%		
Black/African American Students											16%		
Hispanic Students											33%		
White Students	8%										9%		
Economically Disadvantaged Students	13%										18%		0%

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students											13%	19%	
Students With Disabilities											14%		
Black/African American Students											26%		
Hispanic Students											4%		
White Students											13%		
Economically Disadvantaged Students											13%	25%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students											22%	13%	
Students With Disabilities											0%		
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students											20%		
Hispanic Students											27%		
Multiracial Students													
Pacific Islander Students													
White Students											22%	20%	
Economically Disadvantaged Students											20%	5%	

E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	6%	46%	-40%	53%	-47%
Ela	9	6%	48%	-42%	53%	-47%
Biology		21%	62%	-41%	67%	-46%
Algebra		2%	42%	-40%	50%	-48%
Geometry		7%	50%	-43%	52%	-45%
History		18%	65%	-47%	67%	-49%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		5%	14%	-9%	16%	-11%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

The data component showing the most improvement from SY2023 to SY2024 was U.S. History. U.S. History saw a 19 percentage point increase in achievement level 3, 4, or 5, from 0% to 19%. However, it is also noteworthy to include the gains seen in grade 10 Biology which saw a 14 percentage point increase in achievement level 3, 4, or 5.

Retaining the same instructors for both of these subject areas likely had the most impact on these improvement levels. Retaining the same instructors likely provided stability and continuity which allowed the teachers to build on their experience and refine their teaching methods and instructional delivery techniques. Additionally, our commitment to fostering a positive school culture created a supportive and encouraging atmosphere that helped boost student morale and engagement, thus led to overall better academic performance.

It is important to recognize that among all grade 11 students across our district that took the U.S. History End of Course Exam, Alee Academy achieved the third highest percentage point increase in achievement level 3, 4, or 5. It is also important to recognize that grade 10 students that took the Biology End of Course Exam achieved the second highest percentage point increase across the district. The growth in both of these areas demonstrates significant progress and success in enhancing student achievement. This achievement reflects positively on our dedicated efforts and strategies. The improvements in these two subject areas not only highlight our school's commitment to our students but also serves as a testament to the effectiveness of our strategic initiatives in boosting student performance.

By implementing programs specifically designed for at-risk students, such as the program offered by Alee Academy, students are provided additional support and resources that include mentoring, individualized academic support, and counseling. These types of added support help at-risk students overcome challenges and experience success. Achieving academic success builds confidence and instills motivation. Overall, academic success not only enhances students' self-esteem but also fosters a growth mindset, encouraging them to pursue their educational and personal goals, thus, finding value in education and improving their chances of graduating.

Lowest Performance

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

The data component that showed the greatest decline from the 2022-23 to 2023-24 school year was our Reading proficiency, as seen with the grade 9 FAST PM3 scores. The greatest contributing factor to the decline was the inconsistent student support and interventions due to chronic student absenteeism. Student absences led to inconsistency with small group interventions on the reading standards.

Greatest Decline

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

The greatest decline in our data is the grade 9 FAST PM3 scores with a decline of 6% of achievement levels 3+ from 2022-2023. As stated above, a weak foundation in basic reading skills is the factor that contributed to this decline.

The greatest contributing factor is with the lack of foundational reading skills. Building these foundational skills takes trust, consistency, support, and time. This is evident when we analyze our grade 10 PM3 reading scores. There is an improvement to these reading skills, which are the scores from many of our 2022-2023 grade 9 students. Although the grade 10 scores do not show a percentage increase in achievement level of 3, 4, or 5, the percentage of our grade 10 students that scored level 3, 4, or 5 also does not show a decline. This tells us that we did strengthen the foundational skills of our 9th grade students last year because had those foundational reading skills not been strengthened, we would have surely seen a decline in the achievement levels in our 2023-2024 grade 10 students.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our 10th grade FAST PM3 data had the greatest gap when compared to the state average. The percentage of students statewide that scored level 3, 4, or 5 is 48% whereas the grade 10 students at Alee Academy that earned levels 3, 4, or 5 is 5% - a 43% gap. Our greatest contributing factor was the decrease in foundational skill proficiency. This decrease resulted in a decrease in students' reading ability to access the text. Year after year, our at-risk students have shown a decline in their reading fluency and grade level reading ability. Our trend data shows that we have difficulty providing small group remediation to target fluency due to chronic absenteeism.

EWS Areas of Concern

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

Based on our EWS data the number of 12th graders that have missed 10% or more of school supersedes the rest of our grade levels. Drop-out prevention is the focus of our school. All of our students are enrolled as at-risk students because they have multiple EWS identifiers. These EWS identifiers are in place upon withdrawing from their zoned school, thus, we must be equally concerned with all EWS areas.

At-risk students' tend to experience more mental health related concerns caused by low self-esteem and strong feelings of failure, therefore, as a drop-out prevention school, we must address all EWS areas equally. Chronic absenteeism, which, left unchanged, leads to failing classes & state assessments which then leads to grade retention and ultimately unsuccessful graduation (those not graduating with their cohort). We have designed our program to address each of the EWS areas for every student when we develop their student success plan. We are concerned with all of the EWS areas because we know that each area impacts the next.

Highest Priorities

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

1. Chronic Absenteeism
2. Student Mental Health
2. Academic Achievement

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the 2023-2024 Grade 9 and 10 PM3 reading data, we determined that reading intervention was crucial for our students. Based on the FAST state assessment scores for grades 9 and 10, these students are most deficient in the areas of vocabulary, grade level word recognition as well as reading comprehension. By addressing these crucial needs, we expect to see an increase in the scale scores in these particular areas.

In order to improve our students' academic achievement, we will have a certified paraprofessional working closely with our Intensive Reading teacher with the purpose of providing reading interventions to all students in Intensive Reading. The paraprofessional will also work alongside our MTSS coordinator to ensure that reading interventions are occurring regularly and with fidelity.

As a certified math teacher, our graduation facilitator will also provide math interventions to students in order to improve basic math skills and close the learning gap. The graduation facilitator will work alongside our MTSS coordinator to ensure that math interventions are occurring regularly and with fidelity.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on the data from FAST PM3 for 2023-2024 9th graders, we found these students were deficient in reading comprehension, vocabulary, and grade level word recognition. By focusing on these areas in 2024-2025, we expect to see an increase in proficiency from 6% to 10% on FAST PM3 for current 10th graders when comparing their scores to the previous year.

Monitoring

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

how ongoing monitoring will impact student achievement outcomes.

The MTSS Coordinator will check in with the certified Reading teacher once a week to monitor progress towards the goal of increasing our reading proficiency. We will monitor the data by using a spreadsheet and will track the data by grade level to determine the impact on student achievement outcomes for 9th and 10th graders. The progress monitoring results will be brought to the administrative team on a bi-weekly basis to assess the Response to Intervention in the Intensive Reading classes. It is through this collaboration that we expect to see an increase in the overall reading proficiency of our 9th and 10th grade students from 6% to 10%.

Person responsible for monitoring outcome

Eric Macarski

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Our certified reading teacher will use Achieve 3000 to monitor the progress of students' pre- and post-interventions, using the program to help identify student weaknesses and gains in both vocabulary and reading comprehension. The small teacher-led focus groups, which are based on student needs, will be used to increase 9th and 10th grade reading proficiency/ELA pass rate.

Rationale:

Implementing an adaptive program for students below grade level and closely monitoring completion and adding in small group interventions by certified personnel, the achievement gap in reading will begin to close. Students will also begin to have a more positive outlook on their ability to succeed, thus making a positive shift in their mental health.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #2:

Our certified math teacher(s) will use Edgenuity's MyPath to monitor the progress of students' pre- and post- interventions, using the program to help identify student weaknesses and gains in math foundational skills that are needed to close the gap and prepare students for the state math assessments. The small teacher-led focus groups, which are based on student needs, will be used to increase the math proficiency rate of all of our students.

Rationale:

Implementing an adaptive program for students below grade level and closely monitoring completion and adding in small group interventions by certified personnel, the achievement gap in math will begin to close. Students will also begin to have a more positive outlook on their ability to succeed, thus making a positive shift in their mental health.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Closing the Achievement Gap - READING

Person Monitoring:

Stephanie Burnett

By When/Frequency:

Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students scheduled in Intensive Reading will be given the Achieve3000 LevelSet assessment within 5 days of enrolling at Alee Academy. Students will take regular assessments based on the number of assignments/quizzes specified for each student. Students will also be given the LevelSet assessment mid-year and again at the end of the year. FAST Progress Monitoring data will be reviewed at the conclusion of each testing window (PM1, PM2, and PM3). Data will be recorded on a Google spreadsheet so as to be available to the entire intervention team.

Action Step #2

Closing the Achievement Gap - MATH

Person Monitoring:

Silvia Hemsath

By When/Frequency:

BOY, MOY, EOY

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students with a Level 1 on their previous Algebra 1 EOC or with no prior math assessment data will take a pre- and post- test in MyPath. They will be given the MyPath progress assessment mid-year and again at the end of the year. At the conclusion of the Algebra 1 EOC test window, data will be analyzed by the entire intervention team.

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus is improving our on-time graduation rate. We restructured our schedule to allow for a graduation facilitator to work with all 11th and 12th grade students to set goals, provide academic support, and learn accountability for their own achievement and graduation status. The intention is that by students being more involved in their learning journey, they will increase effort in their courses

which will increase the number of courses passed per year, preventing them from falling behind their peers.

This area was identified as a crucial need after analyzing FAST test scores and on-time graduation data from the 2022-23 and 2023-24 school years. By comparing the graduation rates of our school for the 2022-23 and 2023-24 school years, 13% and 18% graduation rates respectively, and the other high schools in our district for the same school years, and after thoroughly auditing each student before enrolling them, it is clear that our students have chosen to enroll at Alee Academy as an alternative to dropping out. Based on the FAST test scores for grades 9 and 10, only 9% proficient in ELA and 4% proficient in Math, students are not at grade level in Reading or Math. Since the students are required to pass both tests for graduation, this directly impacts our graduation rate. Low test scores, along with chronic absenteeism, correlate with a low graduation rate. By addressing this crucial need, we expect to see improved test scores, which will in turn improve the graduation rate.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our school does not have zoned students so our enrollment is based on students that are in need of credit/course recovery to meet the requirements for graduation. The average student arrives at Alee Academy with many failed courses, poor attendance, and lacking grade level skills in both reading and math. Currently, the graduation rate is calculated based on a student's cohort which, for our school is a enormous challenge since many of our students arrive academically behind their cohort by two or three years, thus, making on-time graduation a difficult endeavor. We identified this area as a crucial need because we want our students to be a successful on-time graduate, therefore, it is imperative that we dedicate a certified teacher to monitor credit/course recovery and GPA repair while offering individualized, explicit instruction, geared toward course mastery that will help students get on track for an on-time graduation.

We expect to see an increase in our on-time graduates/graduation rate. A realistic goal, given our unique population, is to increase our graduation rate from 18% to 20%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student academic progress will be monitored quarterly. The first meeting with each individual student will set the baseline of where the student is currently with their scheduled courses. There will be goal setting to keep the students accountable all year, referring back to their goals at each meeting. The students will set short- and long-term goals related to academics/graduation and personal/life goals.

At each meeting, their academic progress, attendance and behavior patterns, and goals will be discussed to encourage the student to stay on track. The ongoing monitoring will positively impact student achievement since they know there is someone they can depend on at school to keep them accountable in their studies. This level of accountability will not only impact academic achievement, it will also positively impact student attendance and ultimately the on-time graduation rate.

Person responsible for monitoring outcome

Silvia Hemsath

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The graduation facilitator will hold individual and group meetings with 11th and 12th grade students to monitor credits earned, grade point average improvement, progress of current courses, attendance patterns, and behavior concerns.

Rationale:

The individual and group meetings will be held since each student is in a different place in terms of their credits and academic histories. Group meetings will discuss and inform the students of the general graduation requirements, including grade point average, number of credits earned, and testing requirements. The graduation facilitator needs to speak to students individually and come up with goals and a plan based on that student's needs - there is no one-size-fits-all solution. The individual student interventions and meetings will be monitored by the graduation facilitator quarterly, with discussions revolving around the students progress of current courses, credits earned, grade point average, and attendance and behavior patterns.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Senior Parent Meetings

Person Monitoring:

Silvia Hemsath

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The graduation facilitator will schedule meetings with parents of graduates in order to keep the parents informed of their student's progress.

Action Step #2

Credit Audits

Person Monitoring:

Silvia Hemsath

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The graduation facilitator will conduct meetings with students to review and inform students of their progress in assigned courses. Each quarter the graduation facilitator and the student will review the student's short term goals and make any adjustments necessary to ensure a successful outcome.

IV. Positive Culture and Environment**Area of Focus #1**

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

To assist in breaking the chronic absenteeism as indicated by last year's data which shows that 79.6% of our students were absent more than 10% of the school year, our school social worker will track daily attendance records and develop a plan to connect with students and families using various methods of communication, i.e., phone, text, email, social media, and/or home visits. As part of the process to encourage student attendance, our school social worker will provide mental health resources to families in need. There will also be support provided to families to help with fulfilling basic human needs such as personal hygiene and food through a partnership with the local food bank. Research shows that when people are forced into "survival" mode, there is nothing more important - including school attendance, therefore, we must support the entire family unit in order for the student to be successful in school.

Our school social worker will also conduct small group sessions to teach students coping skills, self-advocacy, and self-worth. These small group sessions will also be opportunities to set both short and long term goals in hopes that students can envision their success and see it through.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on the data from 2023-2024 that shows 73.9% of our 10th grade students were absent 10% or more of the year, 74% of our 11th grade students were absent 10% or more of the year, and 94% of

our 12th grade students were absent 10% or more of the year which correlates to both the low test scores and low graduation rate. By focusing on providing basic needs, support, and community resources for both our students and their families, we expect to see a decrease in our absenteeism from 79.6% to 75%. By having a certified social worker that is dedicated to monitoring students attendance, especially those chronically absent, both students and families will be more accountable and student achievement will be on the rise.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Daily attendance will be monitored by the school social worker with attendance records reviewed weekly. Students missing more than 1 day during the week will receive a personal phone call from the school social worker. The Dean of Students, the MTSS coordinator, and school social worker will meet bi-weekly to review attendance trend data, identifying particular students and determine next steps. Student achievement will improve because attendance and achievement are linearly related.

Person responsible for monitoring outcome

Matthew Elmatti - Dean of Students

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The school social worker and Dean of Students will focus on building relationships with students and their families. The Dean of Students will work with families to uphold the behavior contract all students and parents agree to upon enrollment. The school social worker will hold individual and small group sessions to promote positive change in attitude, engagement, and ultimately student attendance.

Rationale:

The rationale for building strong relationships with students and their families is to show compassion and establish trust with sincerity. In our experience, both students and their families that live in "survival" mode are less likely to trust that others truly want to help them. It takes sincere compassion for students and families to trust, therefore, if we want to help our students see they can be successful, we must help their families move past their struggles. It is only after the student understands their family isn't simply "surviving" that the student will become open to meeting their own goals and leaving the family in pursuit of their own success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action Step #1

Building Relationships

Person Monitoring:

Cindy Emerick - Director

By When/Frequency:

Attendance trends will be reviewed every 4 weeks and presented by the team. This will be an on-going plan and will be monitored regularly throughout the year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students with chronic daily absences will be identified by the school social worker and attendance trend data will be gathered from weekly attendance reports. The director will monitor the impact of this action step by comparing the rate of absenteeism each week. The effectiveness of this action will show a decline in weekly absences.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

N/A

Alee Academy does not qualify for Title 1 for the 2024-2025 school year.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

N/A

Alee Academy does not qualify for Title 1 for the 2024-2025 school year.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

N/A

Alee Academy does not qualify for Title 1 for the 2024-2025 school year.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

N/A

.Alee Academy does not qualify for Title 1 for the 2024-2025 school year.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

N/A

Alee Academy does not qualify for Title 1 for the 2024-2025 school year.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

N/A

Alee Academy does not qualify for Title 1 for the 2024-2025 school year.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

N/A

Alee Academy does not qualify for Title 1 for the 2024-2025 school year.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

N/A

Alee Academy does not qualify for Title 1 for the 2024-2025 school year.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

N/A

Alee Academy does not qualify for Title 1 for the 2024-2025 school year.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The school leadership team and instructional personnel analyze all available data to identify the needs that impact our students and the school overall. All parties review the reading, math, attendance, and behavior data then come together as a group to collaborate and develop plans that will address the needs shown to be the areas most in need of intervention and improvement. Plans are developed using evidence based strategies that are shared by team members.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

The data reviewed by the team includes EOY reading assessment data, EOY math assessment data, EOY absentee rates, and total number of disciplinary actions reported throughout the school year. Additional data that is reviewed and used to guide the needs assessments include BOY and MOY data for all previously mentioned categories. Reviewing all of the data helps the members of the team identify strengths and weaknesses in reading and math. It also assists with determining whether achievement is tied to attendance and if behavior can be linked to attendance and academic achievement. The team sets goals to review data monthly throughout the school year, to see whether plans put in place are making a positive impact or if adjustments should be made to the improvement plan.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Indirect Costs		7200/790	UNISIG	0.0	6,250.00
<i>District indirect costs (5%)</i>					
Total	Indirect Costs				6,250.00
Areas of Focus	Instructional Practice - Intervention	5100/369	UNISIG	0.0	20,900.00
<i>Achieve3000 and MyPath - intervention software programs.</i>					
Areas of Focus	Graduation/Acceleration - Graduation	5100/120	UNISIG	0.0	32,117.82
<i>Graduation facilitator salary (60%) and benefits (health insurance benefits included - 60%)</i>					
Areas of Focus	Instructional Practice - Intervention	5100/150	UNISIG	0.0	10,549.85
<i>Part time paraprofessional salary & benefits (does not include the cost of health insurance)</i>					
Total	Areas of Focus				63,567.67
Positive Culture and Environment	Student Attendance	2110/100	UNISIG	0.0	55,182.33
<i>School Social Worker salary and benefits (does not include health insurance)</i>					
Total	Positive Culture and Environment				55,182.33
Plan Budget Total					125,000.00