

Lake County Schools

ALEE ACADEMY CHARTER SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Lake County School Board on LCSB approved on 10/27/25.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Alee Academy Charter School is to empower at-risk high school students by providing a nurturing, inclusive, and innovative learning environment that honors each student's unique journey. We are committed to breaking down barriers to education through personalized instruction, holistic support, and real-world learning experiences. Our goal is to inspire resilience, instill purpose, and equip every student with the skills, confidence, and opportunities needed to graduate with pride and pursue a meaningful future.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

emerickc@aleeacademy.org

Position Title

Director/Principal

Job Duties and Responsibilities

The duties and responsibilities of the Director/Principal are:

- 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
- providing leadership, guidance, and support to all employees, coordinate and manage all high school campus and academic activities.
- developing, administering, and monitoring educational programs, optimizing academic opportunities, and promoting safe and successful development of each student.
- protecting academic integrity and ensuring compliance with all federal, state, and local laws
- ensure appropriate credentials of teaching faculty
- encouraging achievement of the school's mission and vision by selecting appropriate instructional materials and programs.
- performing related work as directed by the school's governing board of directors

Leadership Team Member #2

Employee's Name

Silvia Hemsath

hemsaths@aleeacademy.org

Position Title

Graduation Facilitator/Test Coordinator

Job Duties and Responsibilities

The purpose of the Graduation Facilitator/Test Coordinator is:

- to assist students in meeting all requirements for graduation, including but not limited to
 - tracking and recording academic history,
 - conducting credit audits,
 - meeting with parents and students to discuss graduation and post graduation plans
- track student testing requirements
- coordinate and manage all state assessments and alternative assessments used for concordant scores to satisfy graduation requirements
- recommend students for dual-enrollment
- seek post high school academic opportunities,
- promoting academic integrity
- analyze, disaggregate, compile, disseminate and assists with interpretation of data for the continuous improvement process

Leadership Team Member #3

Employee's Name

Stephanie Burnett

burnetts@aleeacademy.org

Position Title

Assistant Administrator

Job Duties and Responsibilities

The duties and responsibilities of the Assistant Administrator is:

- to assist in the administration, coordination and management of all high school campus and academic activities
- Assist the Director/Principal in the development, administration, and monitoring of educational programs, optimizing academic, opportunities, and promoting safe and successful development of each student.
- develop school's reading plan and support reading instruction
- conduct classroom walk-throughs and informal evaluations of instructional staff
- ensure lesson plan compliance to ensure integrity and rigor
- assist instructional staff to reach achievement goals and academic objectives through instructional coaching
- oversee exceptional student education program

Leadership Team Member #4

Employee's Name

Darlene Boling

bolingd@aleeacademy.org

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

Jonathan Cannon

cannonj@aleeacademy.org

Position Title

Dean of Students

Job Duties and Responsibilities

The job duties and responsibilities of this position are:

- 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 behavior
- ensure compliance with all laws pertaining to school safety
- promote a positive school culture
- conduct school safety drills such as fire, severe weather, and active assailant
- work with district safety officials and local law enforcement to ensure
- address and record student disciplinary issues
- meet with parents/guardians to regarding student behavior
- monitor student attendance and address chronic absenteeism

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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 leadership team, 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 with the school staff to address student achievement, behavioral concerns, operational procedures, campus safety and security, as well as curriculum and instruction. Students, teachers, and parents, are encouraged to complete stakeholder surveys periodically 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. All of the data collected from the surveys is compiled and collaboration meetings are scheduled. The meeting 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 the 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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Alee Academy's charter board is presented with data during regularly scheduled meetings. Specific data includes results from reading and math baseline testing as well as the results of the state progress monitoring tests in reading. The SIP and academic goals are revisited regularly and the board of directors, administrators, and instructional personnel determine whether the data is aligned with goals identified in the SIP. Additionally, stakeholder feedback is sought through the use of stakeholder surveys. The surveys are provided to all stakeholder groups with the intention of gaining input that will be used by the SIP team to make adjustments as necessary.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	64.9%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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 IMPROVEMENT RATING HISTORY	2024-25: COMMENDABLE 2023-24: MAINTAINING 2022-23: 2021-22: MAINTAINING 2020-21:

D. 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 (2025-26)

Using 2024-25 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	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2025-26)

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					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	1	27	37	64	129
One or more suspensions		15	16	16	47
Course failure in English Language Arts (ELA)		22	29	36	87
Course failure in Math		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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	1	32	40	58	131

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

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

A. ESSA School, District, State Comparison

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	22	55	59	9	48	55		45	50
Grade 3 ELA Achievement									
ELA Learning Gains	50	57	58	18	51	57			
ELA Lowest 25th Percentile		57	56		54	55			
Math Achievement*	7	41	49	4	41	45		40	38
Math Learning Gains		41	47		42	47			
Math Lowest 25th Percentile		39	49		41	49			
Science Achievement	39	68	72	36	64	68		62	64
Social Studies Achievement*	26	71	75	7	68	71		62	66
Graduation Rate	14	92	92	18	90	90	13	90	89
Middle School Acceleration									
College and Career Acceleration	25	72	69	11	70	67	19	61	65
Progress of ELLs in Achieving English Language Proficiency (ELP)		52	52		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 (FPPi) 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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	26%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the FPPI	183
Total Components for the FPPI	7
Percent Tested	92%
Graduation Rate	14%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
26%	15%	16%	18%	15%		12%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	20%	Yes	6	6
Black/African American Students	17%	Yes	6	6
Hispanic Students	25%	Yes	6	1
White Students	33%	Yes	6	
Economically Disadvantaged Students	27%	Yes	6	6

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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	22%		50%		7%			39%	26%		14%	25%	
Students With Disabilities											20%		
Black/African American Students					0%			30%	27%		10%		
Hispanic Students											25%		
White Students	45%							50%	25%		13%		
Economically Disadvantaged Students	22%		54%		12%			32%	22%		17%		

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%	

	2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	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%	

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	22%	55%	-33%	58%	-36%
ELA	9	10%	53%	-43%	56%	-46%
Biology		33%	66%	-33%	71%	-38%
Algebra		6%	48%	-42%	54%	-48%
Geometry		11%	46%	-35%	54%	-43%
History		27%	68%	-41%	71%	-44%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		13%	11%	2%	16%	-3%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		0%	12%	-12%	18%	-18%

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 that showed the most improvement from SY 2023-2024 to SY 2024-2025 was ELA LG with an increase of 32%. We focused on providing more explicit reading instruction. We also offered Level 1 or Level 2 students a critical thinking skills class which provided additional reading instruction combined with test taking strategies.

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 showed that our lowest performance was in math. The trend we have seen from year to year is that our students have very deficient basic math skills when they enroll at our school which requires that we first work to develop those skills before the students can work through grade level curriculum.

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 from the prior year is Grade 9 ELA Reading. The factors that contributed to this decline are mid-year promotions from 8th grade and mid-year district transfers due to discipline, poor attendance, and lack of academic progress.

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.

The Geometry EOC had the greatest gap when compared to the state average. Our students averaged at a 368 which is a high level 1, the state averaged at a 404 which is the lowest possible level 3. The largest contributing factor to this gap was an inconsistency of teachers. Unfortunately the students had 3 different Geometry teachers over the course of the school year. This led to the students not learning all the content efficiently.

EWS Areas of Concern

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

There are two potential areas of concern when reflecting on the EWS data from Part 1: Absent 10% or more school days (129 students) and scoring a level 1 on statewide ELA tests (103 students). Chronic absenteeism is always an issue and is a direct correlation to scoring a level 1 on the statewide ELA tests.

Highest Priorities

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

Our number one priority is improving attendance with our at-risk students. Our second priority is improving our ELA and Math scores through collaborative planning.

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 Collaborative Planning

Area of Focus Description and Rationale

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.

Collaborative planning enables teachers to integrate cross-curricular ideas, leading to richer, more creative lesson design. Shared lesson planning encourages consistency across all grade levels and subjects while still allowing each teacher to differentiate based on their class and individual students' needs.

Measurable Outcome

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.

Teachers will have more opportunity to analyze student data as a result of collaborative planning. Student reading and math baseline assessment data will be analyzed followed by a mid-year assessment and state assessments then compare results. This will lead to more targeted instruction, timely interventions, and support for diverse learners.

With explicit, targeted instruction, students will show improvement in reading and math. The Reading data for grades 9 and 10 in 2024-2025 showed a decline of 16% in our level 1s, an increase of 5% of level 2s, and a 12% increase of level 3s. We believe with more cross-curricular collaboration we will continue to see similar results as we conclude the 2025-2026 school year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Instructional personnel will meet monthly with the Assistant Principal to analyze and discuss student data, both achievements and deficiencies. Collaborative planning will be on-going throughout the school year. Both the Principal and Assistant Principal will monitor instructional practices by reviewing lesson plans and by conducting weekly classroom walk-throughs.

Person responsible for monitoring outcome

Stephanie Burnett

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will provide explicit instruction in the science of reading by teaching fundamental reading skills in all classes. Using the CompCon training our teachers attended, the staff will follow the instructional roadmap provided, focusing on one reading skill each month.

Rationale:

This intervention is designed to bolster students' foundational reading skills—such as decoding, fluency, vocabulary, and comprehension strategy use—to ensure they can approach texts confidently across all subject areas. Strengthening these foundational skills ultimately enhances students' ability to understand and engage deeply with content in every discipline.”

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Monthly meetings with leadership to disaggregate formal assessment data and discuss instructional practices.

Person Monitoring:

Stephanie Burnett

By When/Frequency:

Monthly

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

Assistant Principal will visit classrooms regularly to observe instructional practices and student engagement. The school will monitor the effectiveness of this action by the improved student engagement and increase in the state assessment scores.

IV. Positive Learning 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.

We will focus on improving attendance across all grade levels. Attendance is marked at the start of each class period and daily calls are made to parents when their students are absent, however, often times the automated calls go unanswered. Students must be present in order to receive instruction, therefore, our teachers, staff, and administration will make every attempt to contact parents and adult students using phone, texts, emails, and social media. Our Dean of Students will track daily attendance with our data clerk. A contact log will be kept that is accessible to the leadership team and any trends will be brought to the team in order to develop a plan for improvement. Parent conferences will be requested when needed.

As part of the process to encourage student attendance, our Assistant Administrator/Mental Health Liaison 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 and other community resources. 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.

We 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.

High rates of chronic absenteeism is common with at-risk students and our school is no different. Our data shows approximately 90% of our students were absent more than 10% of the school year. There was no grade level that saw a higher level of absenteeism than another.

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 90% to 85%. By having a dedicated member of our staff that will monitor 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 Dean of Students with attendance records reviewed weekly. Students missing more than 1 day during the week will receive a personal phone call from the Dean of Students. The leadership team 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

Jonathan Cannon

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The 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. There will 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?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Monitoring

Person Monitoring:

Jonathan Cannon

By When/Frequency:

Monitor records bi-weekly

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 and trend data will be shared with the leadership team. Absenteeism rates will be compared bi-weekly to determine effectiveness. The effectiveness of this action will be determined by a decline in the number of chronically absent students.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

N/A

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

N/A

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

N/A

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

N/A

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

N/A

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

N/A

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

N/A

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district 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.

Our district requires that we submit annual proficiency goals. Communication with district personnel is on-going throughout the year. Our SIP is monitored by the district team along with the annual charter monitoring tool.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Our school will use the data from reading and math baseline testing, progress monitoring assessments, monthly behavior reports and daily attendance reporting to establish the most critical areas that need addressed.

Within the first 30 days, reading and math baseline data will be reviewed and adjustments to student schedules will be made.

After each progress monitoring assessment (PM1 and PM2), the team will meet to determine whether our areas of focus have been effective. If not, adjustments to instructional delivery will be made. Additionally, administration will explore professional development opportunities that will focus on the areas of need.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00