

Lake County Schools

ALEE ACADEMY CHARTER SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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

Stephanie Burnett

burnetts@aleeacademy.org

Position Title

Principal

Job Duties and Responsibilities

The duties and responsibilities of the 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

Rodney Torrance

Torrancer@aleeacademy.org

Position Title

Assistant Principal

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 Principal in the development, administration, and monitoring of educational programs, optimizing academic, opportunities, and promoting safe and successful development of each student.
- conduct classroom walk-throughs and informal evaluations of instructional staff
- assist instructional staff to reach achievement goals and academic objectives through instructional coaching
- Facilities
- oversee exceptional student education program
- 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

Leadership Team Member #3

Employee's Name

Silvia Hemsath

hemsaths@aleeacademy.org

Position Title

Dean of Academic Success

Job Duties and Responsibilities

The purpose of the Dean of Academic Success 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

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

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	91.9%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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	2025-26: 2024-25: COMMENDABLE 2023-24: MAINTAINING 2022-23: 2021-22: MAINTAINING

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 (2026-27)

Using 2025-26 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 (2026-27)

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 (2025-26) 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					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

Prior Year (2025-26) 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					0

Prior Year (2025-26) 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					0
Students retained two or more times					0

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	7	58	62	22	55	59	9	48	55
Grade 3 ELA Achievement									
ELA Learning Gains		56	59	50	57	58	18	51	57
ELA Lowest 25th Percentile		54	55		57	56		54	55
Math Achievement*	5	45	52	7	41	49	4	41	45
Math Learning Gains	40	40	45		41	47		42	47
Math Lowest 25th Percentile		41	44		39	49		41	49
Science Achievement	21	74	74	39	68	72	36	64	68
Social Studies Achievement*	23	75	76	26	71	75	7	68	71
Graduation Rate	25	94	94	14	92	92	18	90	90
Middle School Acceleration									
College and Career Acceleration	11	82	74	25	72	69	11	70	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					52	52		48	49

*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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						CSI
OVERALL FPPI – All Students						19%
OVERALL FPPI Below 41% - All Students						Yes
Total Number of Subgroups Missing the Target						5
Total Points Earned for the FPPI						132
Total Components for the FPPI						7
Percent Tested						86%
Graduation Rate						25%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
19%	26%	15%	16%	18%	15%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	27%	Yes	7	7
Black/African American Students	27%	Yes	7	7
Hispanic Students	33%	Yes	7	
White Students	16%	Yes	7	1
Economically Disadvantaged Students	15%	Yes	7	7

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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	7%				5%	40%		21%	23%		25%	11%	
Students With Disabilities											27%		
Black/African American Students											27%		
Hispanic Students											33%		
White Students					7%				25%		16%		
Economically Disadvantaged Students	7%				6%			27%	23%		10%		

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%		

[illegible]

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	21%	55%	-34%	60%	-39%
ELA	10	10%	58%	-48%	61%	-51%
Algebra	9	0%	28%	-28%	41%	-41%
Geometry	12	0%	17%	-17%	19%	-19%
History	11	37%	73%	-36%	75%	-38%
History	12	20%	54%	-34%	56%	-36%
Biology	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	30	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* 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?

Graduation Rate demonstrated our greatest area of improvement. This year, we graduated more students than we have in over five years. A significant factor contributing to this growth was the addition of a Graduation Facilitator, providing dedicated support to monitor student progress toward graduation. This position has allowed for consistent review of senior credit audits, testing requirements, and other graduation requirements, as well as early identification of potential barriers to graduation. Having a staff member specifically focused on these areas has strengthened our ability to provide targeted support and keep students on track toward earning their high school diploma.

Lowest Performance

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

Mathematics was our lowest-performing component. Historically, math achievement has been an area of need, as many students enter our school performing several years below grade level and with significant gaps in foundational mathematical skills. In addition, a lack of consistency in math instruction due to teacher turnover has contributed to challenges in establishing sustained academic growth. This year, we have hired a dedicated math teacher who will provide consistent, targeted instruction through direct instruction, small-group instruction, and individualized interventions. These strategies will allow us to better identify and address specific skill deficits while providing students with the support necessary to demonstrate academic growth.

Greatest Decline

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

ELA demonstrated the greatest decline in student performance. Several factors likely contributed to this decline, including high teacher turnover and inconsistent access to appropriate, standards-aligned instructional materials and interventions. Many students enter Alee Academy performing one or more years below grade level, requiring targeted instruction and sustained intervention to close existing achievement gaps. Additionally, some students arrive with significant social-emotional needs

and histories of trauma that can impact attendance, engagement, and readiness to learn. Addressing these needs and establishing a safe, supportive learning environment is often an essential first step before students are able to fully engage in academic intervention. Moving forward, increased instructional consistency, high-quality ELA resources, targeted interventions, and continued social-emotional supports will be critical to improving student achievement.

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.

ELA demonstrated the greatest decline in student performance. Several factors likely contributed to this decline, including high teacher turnover and inconsistent access to appropriate, standards-aligned instructional materials and interventions. Many students enter Alee Academy performing one or more years below grade level, requiring targeted instruction and sustained intervention to close existing achievement gaps. Additionally, some students arrive with significant social-emotional needs and histories of trauma that can impact attendance, engagement, and readiness to learn. Addressing these needs and establishing a safe, supportive learning environment is often an essential first step before students are able to fully engage in academic intervention. Moving forward, increased instructional consistency, high-quality ELA resources, targeted interventions, and continued social-emotional supports will be critical to improving student achievement.

EWS Areas of Concern

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

Based on the Early Warning Systems (EWS) data, two primary areas of concern are high absenteeism and increased suspensions and behavioral incidents. Many of our students enter Alee Academy with a history of chronic absenteeism and disengagement from school, making consistent attendance an ongoing challenge. When students are not consistently present, existing academic gaps become more difficult to address and students are at greater risk of falling further behind. Suspensions and behavioral incidents are also an area of concern. Behavioral challenges can negatively impact instructional time, academic progress, and the overall learning environment. Moving forward, we will continue to focus on early identification of students demonstrating attendance or behavioral warning signs and provide targeted interventions, relationship-based supports, and consistent expectations to increase student engagement and reduce the loss of instructional time.

Highest Priorities

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

Increase Student Attendance and Engagement

Reduce chronic absenteeism through early identification, consistent monitoring, family outreach, individualized interventions, and strategies designed to strengthen students' connection to school.

Improve Academic Achievement in Mathematics and ELA

Address significant learning gaps through consistent, standards-aligned instruction, direct instruction, small-group instruction, individualized interventions, and appropriate instructional materials, with particular emphasis on mathematics and ELA.

Reduce Behavioral Incidents and Suspensions

Implement proactive behavioral supports, consistent schoolwide expectations, relationship-based practices, and social-emotional interventions to reduce disciplinary incidents and maximize students' time in the classroom.

Increase Graduation and On-Track-to-Graduate Rates

Build upon recent improvements in graduation outcomes through ongoing credit monitoring, senior credit audits, testing support, individualized graduation planning, and early identification of students who are at risk of not meeting graduation requirements.

Strengthen School Culture and Student Belonging

Continue developing a safe, supportive, and welcoming school environment where students feel connected to adults and peers, understand expectations, and believe they can be successful. A strong sense of belonging will support improvements in attendance, behavior, academic engagement, and ultimately graduation.

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.

Graduation/Acceleration specifically relating to Graduation

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.

Graduation will remain a primary area of focus for Alee Academy, particularly for students in grades 11 and 12. Many students enroll at Alee Academy after experiencing academic challenges, credit deficiencies, inconsistent attendance, unsuccessful state assessment attempts, or other barriers that have placed them at risk of not graduating on time. As a result, close monitoring of credits, assessment requirements, attendance, and individual graduation pathways is essential to ensuring students remain on track to earn a high school diploma.

Prior-year data demonstrated significant improvement in graduation outcomes, with Alee Academy graduating more students than it had in over five years. This improvement indicates that increased attention to graduation requirements and individualized student support is having a positive impact. The addition of a staff member dedicated to monitoring graduation progress, conducting credit audits, coordinating required testing, and identifying barriers to graduation contributed to this progress. Despite these gains, graduation remains a crucial area of need because many students continue to enter Alee significantly behind in credits or with other indicators that place them at risk of not graduating. Continuing to strengthen systems for early identification, progress monitoring, credit recovery, academic intervention, testing support, and individualized graduation planning will allow the school to build upon the previous year's growth and increase the number of students successfully completing graduation requirements.

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.

During the 2025–2026 school year, Alee Academy graduated 59 students, representing the highest number of graduates in more than five years. During the 2026–2027 school year, Alee Academy will build upon this progress by increasing the percentage of eligible 12th-grade students who successfully meet all graduation requirements and earn a high school diploma.

The school will aim to increase its graduation rate by a minimum of 5 percentage points over the prior-year graduation rate. Progress toward this goal will be monitored throughout the school year through quarterly credit audits, graduation requirement reviews, state assessment progress, credit recovery completion, and individualized graduation tracking for all students in grades 11 and 12.

Monitoring

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

Alee Academy will monitor progress toward the graduation goal through ongoing review of individual student graduation requirements and progress toward diploma completion. The Graduation Facilitator and school administration will conduct regular credit audits and monitor credits earned, credit recovery progress, state assessment requirements, attendance, and other identified barriers to graduation for students in grades 11 and 12.

Students who are identified as off track for graduation will receive individualized support and interventions, with progress reviewed throughout the school year. Graduation data will be reviewed at least quarterly to determine whether students are making adequate progress and whether additional interventions or adjustments are needed. The school will also monitor the number and percentage of students who move from off-track to on-track status throughout the year.

The impact of these efforts will ultimately be measured by the percentage of eligible students who successfully meet graduation requirements and earn a high school diploma, with results compared to the prior year's graduation data.

Person responsible for monitoring outcome

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:

Alee Academy will implement a combination of evidence-based practices designed to increase graduation rates and support students who are at risk of not completing graduation requirements. These practices will include early identification and progress monitoring, individualized graduation planning, targeted academic interventions, credit recovery opportunities, and increased student mentoring and support. Students in grades 11 and 12 will receive regular credit audits and reviews of graduation requirements to identify credit deficiencies, unmet assessment requirements, attendance concerns, and other barriers that could prevent graduation. Individualized graduation plans will be developed and adjusted based on each student's needs. Students who are off track will be provided targeted supports, including direct and small-group academic instruction, one-on-one intervention, credit recovery, state assessment preparation, and flexible learning opportunities when appropriate.

Alee Academy will also utilize relationship-based mentoring and regular student check-ins to increase engagement, attendance, and persistence toward graduation. Staff will work directly with students to establish short-term goals, monitor progress, and help students understand their individual pathway to graduation. Implementation will be monitored by the Dean of Academic Success and school administration through regular review of credit audits, credits earned, course and credit recovery completion, assessment progress, attendance, and individual graduation plans. Student progress will be reviewed throughout the year, with interventions adjusted when data indicate that a student is not making sufficient progress. The effectiveness of these interventions will be evaluated by increases in the number of students moving from off-track to on-track status and, ultimately, by improvement in the school's graduation rate.

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

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

Person Monitoring:

By When/Frequency:

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

Area of Focus #2

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

specifically relating to

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.

No Answer Entered

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.

No Answer Entered

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome

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:

Rationale:

Tier of Evidence-based Intervention:

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

Person Monitoring:

By When/Frequency:

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

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.

Student attendance has been identified as a critical area of focus for Alee Academy across all grade levels. Prior-year Early Warning System (EWS) data indicated that more than 10% of the student population attended school less than 90% of the school year, demonstrating a significant need for

targeted attendance interventions.

Many students enroll at Alee Academy with an established history of chronic absenteeism, school disengagement, academic difficulties, and other barriers that have negatively impacted their previous educational experiences. Because many students also enter the school performing below grade level or behind in credits, regular attendance is particularly important. Students who are frequently absent lose valuable instructional time and opportunities for academic intervention, credit attainment, state assessment preparation, and social-emotional support.

Chronic absenteeism also impacts the school's ability to address existing achievement gaps and can increase a student's risk of course failure and not graduating on time. For students already at risk academically, even additional absences can create significant barriers to making adequate progress.

Based on the prior-year EWS attendance data and its connection to academic achievement and graduation, improving student attendance has been identified as a crucial need. Alee Academy will focus on early identification of attendance concerns, consistent monitoring, student and family communication, individualized interventions, and relationship-based strategies designed to increase student engagement and connection to school.

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.

No Answer Entered

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.

Prior-year Early Warning System (EWS) data identified more than 10% of Alee Academy students as having an attendance rate below 90%, establishing chronic absenteeism as an area of concern across all grade levels.

During the 2026–2027 school year, Alee Academy will reduce the percentage of students in each grade level with attendance below 90% by at least 10% from the prior-year baseline. In addition, the school will work to increase the overall percentage of students maintaining an attendance rate of 90% or higher.

Attendance data will be monitored throughout the school year to measure progress toward this outcome and identify students requiring additional intervention and support.

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:

Alee Academy will implement a tiered, approach to improving student attendance across all grade levels. Interventions will focus on early identification of attendance concerns, consistent progress monitoring, relationship-based supports, family engagement, and individualized interventions designed to address the specific barriers contributing to a student's absenteeism. Attendance will be monitored regularly to identify students demonstrating patterns of excessive absences or approaching an attendance rate below 90%. Students identified as at risk will receive increased support, including individual student conferences, goal setting, mentoring and check-ins with trusted staff members, and communication with parents or guardians. Rather than waiting until absenteeism becomes chronic, the school will intervene early when concerning attendance patterns emerge. For students with continued or significant attendance concerns, school staff will work with the student and family to identify the underlying causes of absenteeism and develop an individualized plan to improve attendance. Interventions may include increased family outreach, attendance improvement plans, connection to school and community resources, academic support, social-emotional support, and other strategies designed to remove barriers that may be preventing the student from attending school consistently. Alee Academy will also continue to strengthen a positive, welcoming school environment in which students develop meaningful relationships with staff and feel a sense of belonging and connection to the school. Increasing student engagement and connectedness will be an important component of the school's strategy for improving attendance, particularly for students who have experienced chronic absenteeism or disengagement from school prior to enrolling at Alee Academy. Implementation and effectiveness of these interventions will be monitored by school administration through regular review of attendance and Early Warning System data. The school will track individual student attendance rates, the number and percentage of students falling below 90% attendance, patterns of improvement following interventions, and grade-level attendance trends. Intervention strategies will be adjusted or intensified when students do not demonstrate improvement. The overall effectiveness of the interventions will be measured by a reduction in the percentage of students with attendance below 90% compared with the prior-year baseline.

Rationale:**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Description of Intervention #2:**Rationale:****Tier of Evidence-based Intervention:****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

Person Monitoring:

By When/Frequency:

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

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.

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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 (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.

No Answer Entered

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).

Alee Academy will utilize multiple data sources and school-based resources throughout the 2026–2027 school year to identify student needs, implement targeted interventions, and monitor the effectiveness of the school's improvement efforts. Data sources will include reading and mathematics baseline assessments, FAST Progress Monitoring (PM) data, classroom performance and credit attainment, Early Warning System (EWS) data, daily attendance reports, behavior and discipline data, state assessment requirements, and graduation progress data.

Within the first 30 days of school, baseline reading and mathematics data, student transcripts, credit histories, prior assessment data, attendance, and Early Warning System indicators will be reviewed to establish individual student needs. Because many students enter Alee Academy with academic deficiencies, credit gaps, attendance concerns, or other risk factors, these data will be used to determine appropriate course placement, academic interventions, graduation pathways, and additional student supports.

Throughout the school year, teachers and administration will regularly review academic progress, attendance, behavior, and credit attainment. Students demonstrating academic deficiencies will receive targeted support through direct instruction, small-group instruction, one-on-one intervention, and appropriate instructional resources. Students demonstrating attendance or behavioral concerns will be identified early and provided individualized interventions, family outreach, mentoring, and additional supports as needed.

The **Dean of Academic Success and school administration** will regularly monitor students in grades 11 and 12 for progress toward graduation, including credit completion, state assessment requirements, credit recovery, attendance, and other identified barriers to graduation. Individual student plans will be adjusted throughout the year based on progress toward meeting graduation requirements.

Following each FAST Progress Monitoring administration, including PM1, PM2, and PM3, school leadership and instructional staff will review student performance data to evaluate the effectiveness of academic interventions and instructional practices. Adjustments to instructional delivery, student

scheduling, interventions, and available resources will be made when data indicate that students are not demonstrating adequate progress.

Attendance, behavior, academic, and graduation data will also be reviewed on an ongoing basis to determine progress toward the school's identified improvement goals. Professional development and instructional support will be provided based on trends identified through these data reviews. This continuous cycle of data review, intervention, progress monitoring, and adjustment will allow Alee Academy to respond to student needs throughout the year rather than waiting until the end of the school year to evaluate outcomes.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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