

Lake County Schools

Alee Academy Charter School



2018-19 School Improvement Plan

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Alee Academy Charter School

1705 E COUNTY ROAD 44, Eustis, FL 32736

<http://www.aleeacademy.org>

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 9-12	No	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	54%

School Grades History

Year	2017-18
Grade	

School Board Approval

This plan is pending approval by the Lake County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The purpose of Alee Academy is to provide at-risk and former dropout students the opportunity to complete their high school course work, develop vocational skills, gain employment, and earn a high school diploma. Along with earning a traditional standard diploma, we offer grade forgiveness/grade recovery options and the Performance Based Diploma Option as two opportunities afforded through a non-traditional learning environment. Alee believes that all students can achieve excellence in a positive and challenging educational environment that stimulates their interest, channels their energies and develops their abilities. Recognizing the individual strengths and intrinsic worth of all students, the staff will provide specific skill development opportunities for all students to increase self-confidence and achieve self-discipline.

The staff of Alee believes that "If you treat someone the way he is, he will remain as he is. If you treat someone the way he could be and ought to be, he will become what he could be and ought to be." It is the mission of Alee Academy to utilize the latest in technology and teaching strategies to increase the academic, vocational, and social skills of each individual student. It is the goal of Alee Academy to discover and develop the special strengths of each student and nurture these in a safe and secure environment.

Provide the school's vision statement

At Alee Academy, we strive to create a trusting environment, challenging students to fulfill their academic and personal potential.

Alee Academy recognizes that the majority of our pupils who attend have had repeated failures in their previous school environments and therefore require adaptation in curriculum, flexibility on the part of the staff, and modification in instructional strategies. The types of programs offered to each student are designed to meet his/her individual needs and assist him/her in successfully completing their high school career and positively impacting the community/work place.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Valentino, Robin	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The roles and functions of the Leadership Team are:

Principal: Promotes a common vision for the use of data-based decision-making; assures the schoolbased

team implements intervention support and maintains documentation; assures instructional staff receives professional development to support intervention implementation; and communicates with parents and stakeholders the school-based intervention plans and activities.

English/Reading Teachers: Provide reading instruction utilizing standards based instructional

materials; assure the Stanford Diagnostic is administered to each student during each of the assessment periods; facilitate and support the data collection activities; assist in the data analysis; provide guidance to the content area instructors in the alignment of the school wide plan for reading across the content areas; provide professional development and assistance to the content area teachers regarding data-based instructional planning; and support the implementation of reading interventions.

Content Area Teachers: Provide information about the content area instruction; participate in the data collection for the students; deliver instruction/intervention; collaborate with the other staff to implement more significant interventions; and integrate materials/instruction with appropriate intervention activities.

Guidance Counselor: Participates in the collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention fidelity and documentation; provides support for professional development and technical assistance for problem-solving activities including data collection, analysis, intervention planning, and assist in the data-based decision making activity.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	39	37	29	29	134
One or more suspensions	0	0	0	0	0	0	0	0	0	19	18	15	22	74
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	43	27	11	10	91
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	49	62	111	68	290
Students referred in lieu of expulsion, on a 45 day placement (504, or ESE) or adjudicated youth	0	0	0	0	0	0	0	0	0	10	2	6	0	18
Students administratively placed in high school from middle school	0	0	0	0	0	0	0	0	0	5	0	0	0	5
Students that are over age for grade	0	0	0	0	0	0	0	0	0	44	32	23	16	115
G.P.A. lower than 2.0	0	0	0	0	0	0	0	0	0	58	44	34	33	169

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	56	48	35	44	183

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	20	21	18	12	71
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	43	33	28	24	128

Date this data was collected

Friday 8/24/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	66	72	68	76	282
One or more suspensions	0	0	0	0	0	0	0	0	0	0	12	21	11	16	60
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	35	23	46	19	123
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	49	105	113	63	330
Students referred in lieu of expulsion, on a 45 day placement (504, or ESE) or adjudicated youth	0	0	0	0	0	0	0	0	0	0	8	3	6	4	21
Students administratively placed in high school from middle school	0	0	0	0	0	0	0	0	0	0	12	11	0	0	23
Students that are over age for grade	0	0	0	0	0	0	0	0	0	0	49	48	43	36	176
G.P.A. lower than 2.0	0	0	0	0	0	0	0	0	0	0	60	61	62	52	235

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	80	75	81	76	312

Year 2016-17 - Updated

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	66	72	68	76	282
One or more suspensions	0	0	0	0	0	0	0	0	0	0	12	21	11	16	60
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	35	23	46	19	123
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	49	105	113	63	330
Students referred in lieu of expulsion, on a 45 day placement (504, or ESE) or adjudicated youth	0	0	0	0	0	0	0	0	0	0	8	3	6	4	21
Students administratively placed in high school from middle school	0	0	0	0	0	0	0	0	0	0	12	11	0	0	23
Students that are over age for grade	0	0	0	0	0	0	0	0	0	0	49	48	43	36	176
G.P.A. lower than 2.0	0	0	0	0	0	0	0	0	0	0	60	61	62	52	235

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	80	75	81	76	312

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our lowest data component according to the grade level data is Geometry followed by ELA grade 9. Historically, our students are significantly below grade level in math when they come to us and do not have the basic skills to support learning geometry concepts successfully. Likewise, our 9th grade students are equally below grade level in reading and writing skills. There is a trend in a negative direction in both Geometry and ELA 9.

Which data component showed the greatest decline from prior year?

ELA 9th grade showed the greatest decline from the prior year followed by Geometry.

Which data component had the biggest gap when compared to the state average?

Geometry had the biggest gap when compared to the state average.

Which data component showed the most improvement? Is this a trend?

Algebra showed the most improvement however it is very slight.

Describe the actions or changes that led to the improvement in this area

We implemented a push to focus more on improving basic skills at the beginning of the course which, for some students filled in the gaps they have had in their learning and provided them with a more solid foundation to acquire Algebra skills more easily.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	49%	56%	0%	46%	53%
ELA Learning Gains	0%	49%	53%	0%	45%	49%
ELA Lowest 25th Percentile	0%	44%	44%	0%	40%	41%
Math Achievement	0%	50%	51%	0%	44%	49%
Math Learning Gains	0%	47%	48%	0%	41%	44%
Math Lowest 25th Percentile	0%	41%	45%	0%	33%	39%
Science Achievement	0%	65%	67%	0%	63%	65%
Social Studies Achievement	0%	72%	71%	0%	69%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	39 (66)	37 (72)	29 (68)	29 (76)	134 (282)
One or more suspensions	19 (12)	18 (21)	15 (11)	22 (16)	74 (60)
Course failure in ELA or Math	43 (35)	27 (23)	11 (46)	10 (19)	91 (123)
Level 1 on statewide assessment	49 (49)	62 (105)	111 (113)	68 (63)	290 (330)
Students referred in lieu of expulsion, on a 45 day placement (504, or ESE) or adjudicated youth	10 (8)	2 (3)	6 (6)	0 (4)	18 (21)
Students administratively placed in high school from middle school	5 (12)	0 (11)	0 (0)	0 (0)	5 (23)
Students that are over age for grade	44 (49)	32 (48)	23 (43)	16 (36)	115 (176)
G.P.A. lower than 2.0	58 (60)	44 (61)	34 (62)	33 (52)	169 (235)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	3%	46%	-43%	53%	-50%
	2017	12%	45%	-33%	52%	-40%
Same Grade Comparison		-9%				
Cohort Comparison						
10	2018	8%	49%	-41%	53%	-45%
	2017	8%	45%	-37%	50%	-42%
Same Grade Comparison		0%				
Cohort Comparison		-4%				

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	16%	61%	-45%	65%	-49%

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2017	14%	61%	-47%	63%	-49%
Compare		2%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	21%	69%	-48%	68%	-47%
2017	19%	66%	-47%	67%	-48%
Compare		2%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	7%	62%	-55%	62%	-55%
2017	4%	56%	-52%	60%	-56%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	50%	-50%	56%	-56%
2017	5%	48%	-43%	53%	-48%
Compare		-5%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	With high expectations, faculty and staff will develop, implement, and assess a plan to increase student attendance.
Rationale	Consistent student attendance is directly correlated to the level of academic success and future college and career success they will achieve. If we can increase daily student attendance, students will in turn increase the number of opportunities to master concepts thus improving reading, writing, and math levels which will translate to future academic successes.
Intended Outcome	Reduce by 10%, the number of students meeting the EWS indicator for excessive, unexcused absences.
Point Person	Robin Valentino (valentinor@aleeacademy.org)

Action Step

Description	Create and implement processes to track, and assess excessive student absences and implement a consistent parent notification process.
Person Responsible	Robin Valentino (valentinor@aleeacademy.org)

Plan to Monitor Effectiveness

Description	Administration and Guidance will utilize Skyward attendance reports and School Messenger call out system to identify and address excessive, unexcused student absences on a consistent basis. Who: Administration and Guidance When: 8/13/2018 through 5/24/18 Frequency: Evaluate attendance patterns biweekly, utilize school messenger call out system daily for absences and issue special broadcasts biweekly for excessive absences. Evidence: Skyward attendance reports, school messenger log of special attendance broadcasts.
Person Responsible	Robin Valentino (valentinor@aleeacademy.org)

Activity #2	
Title	With high expectations, teachers will purposefully plan and intentionally incorporate Reading, Thinking, Talking, and Writing in all content areas for all students
Rationale	Improving the basic reading, writing, thinking, and talking skills of all students should positively impact their level of success in ELA proficiency and all courses.
Intended Outcome	Increase reading, thinking, talking, and writing opportunities across the curriculum to increase student achievement in ELA proficiency as evidenced by FSA scores and gains on Lake County baseline and midyear assessments.
Point Person	Robin Valentino (valentinor@aleeacademy.org)
Action Step	
Description	<p>Implement writing across the curriculum initiative including school wide welcome work writing assignments, consistent school wide note taking procedures, and the implementation of APEX, a new computer based curriculum for each core subject. Daily exposure to writing with a purpose in each subject area will both increase student writing stamina and improve sentence structure, grammar, and topic development. The addition of Reading and Writing for College Success courses for level 1 and level 2 students will also support increased achievement in ELA proficiency. Likewise, the implementation of a weekly Title 1 tutoring program will extend the learning day and reinforce the concepts and skills being introduced in all English, Reading, and Writing courses. Extended thinking and talking exercises are also built into the classroom and computer based curriculum to support student learning as well.</p> <p>Who: Administration and Classroom Teachers When: 8/13/2018 through 5/24/18 Frequency: Plan for and implement welcome work writing activities and computer-based curriculum daily Evidence: CWT Documentation, Deliverables</p>
Person Responsible	Robin Valentino (valentinor@aleeacademy.org)
Plan to Monitor Effectiveness	
Description	Administrative team will conduct Weekly CWT's to monitor the consistent implementation of school wide welcome work writing assignments on a daily basis in all courses and consistent note taking procedures. Guidance and Administrative team will monitor impact of reading and writing across the curriculum on increasing the ELA proficiency level of students by one or more grade levels through LSA data and Baseline and Midyear test data.
Person Responsible	Robin Valentino (valentinor@aleeacademy.org)

Activity #3	
Title	With the highest expectations, Math teachers will provide and monitor interventions and acceleration to students in order to provide scaffolds and tiered instruction that meets the educational needs of all students.
Rationale	If we implement additional scaffolds and interventions, and monitor student proficiency data in our math courses with fidelity, then we will increase student math proficiency.
Intended Outcome	Increase student proficiency in math as evidenced by EOC Exams and learning gains on Lake County baseline and midyear assessments for Math courses.
Point Person	Robin Valentino (valentinor@aleeacademy.org)

Action Step	
Description	Administer Stanford Diagnostics Math test to get a current math grade level on every student upon enrollment then provide basic math skill interventions to those students significantly below grade level in the classroom and through Title 1 paraprofessional push-in/pull-out services. Likewise, the implementation of a weekly After School Title 1 tutoring program will extend the learning day and reinforce the concepts and skills being introduced in all Math courses.
	Who: Teachers, Paraprofessionals, Administration When: Start 8/13/18, End 5/24/18 Frequency: Upon enrollment, Weekly interventions, Reevaluate quarterly Evidence: Schedule, CWT's, Deliverables
Person Responsible	Robin Valentino (valentinor@aleeacademy.org)

Plan to Monitor Effectiveness	
Description	Develop and utilize a schedule for push-in and pull-out interventions for students significantly below grade level; Administrative team will conduct weekly CWT's to monitor the implementation and effectiveness of the planned interventions.
Person Responsible	Robin Valentino (valentinor@aleeacademy.org)

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Not unlike their students, many of the parents were also at-risk students during their school years. Likewise, many of the parents suffer from similar characteristics: low skilled, low self-confidence, distrustful of institutions, avoidance, and suspicious of the future. Therefore, creating the means to actively engage the parents calls for us to search for different strategies that provide parents the opportunity to experience involvement in their student's academic life as well as leadership roles within the school.

The goal has and always will be to be transparent and to cultivate a sense of parent involvement with the school. The goal is to ensure that parents have various opportunities to become involved in their student's academic life each year, which are similar to those in all schools. These include:

- Beginning-of-the-year Open House
- Report Card Nights
- Skyward online grading system
- Teacher-Parent Meetings
- Volunteer opportunities
- Written communication via email, parent letters, Facebook teacher pages, and teacher websites
- School Messenger Parent Broadcast System implemented to better inform parents
- Follow your student's schedule for an evening
- Information exchange days and parent/teacher meeting opportunities on teacher work-days
- Establish parent liaison for home visits, for those parents who are hard to reach
- Curriculum nights where students and parents can explore specific topics such as math and reading
- College night for 11th and 12th grade students to receive information on financial aid and college admissions
- Parent volunteers to work with the parent liaison to recruit other parents and organize school wide activities
- Parent workshops with topics to be determined by the parents and guest speakers can be invited
- Parent leadership training for those who want to become more involved in school leadership teams

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The small school setting and small class environment, coupled with an engaging curriculum, promote relationship-building between teachers and students in order to meet students' basic emotional needs and to perpetuate their motivation toward high school graduation. Alee Academy staff members occupy specific duty stations, and through this daily, consistent visibility and presence of staff during non-instructional time, relationships with students are developed and strengthened. Each classroom teacher has a first period class which allows for homeroom activities, thus allowing students extra time with one specific teacher in order to build rapport. Each first period teacher tracks the progress and regularly communicates with the parents of those students, which supports the reinforcement of appropriate behavior. In addition to classroom teacher support, all students have access to a Guidance Counselor. The full-time Guidance Counselor and ESE School Specialist are available to discuss individualized learning goals and needs as well as extenuating circumstances that might hinder progress. The Guidance Counselor's duties include graduation planning, counseling, and test coordination, along with supporting students in need of resources academically, socially, emotionally, and physically. Prospective students of Alee Academy are invited to an initial interview with the assistant principal or site administrator prior to enrollment. This ensures the awareness of each student's goals and objectives prior to enrollment.

By teaming up with outside entities, the school provides students physical, social and emotional support through the following services or providers:

- The ESE School Specialist
- Families in Transition Liaison from Lake County schools
- State and Federal assistance such as Food Stamps, Medicaid, Social Security, Safelink, Assurance Wireless.
- Life Stream Behavioral Center and Arnette House.
- Department of Juvenile Justice
- Department of Health and Life Choices
- Teen Parent Resource Department of Lake County Schools

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Prospective students of Alee Academy are invited to an initial interview prior to enrollment by the assistant principal. This process allows the administrative staff of Alee Academy to get to know each student's goals and objectives prior to enrollment. This also allows students and their families to tour the campus, ask questions, and address any concerns they may have. An added benefit to this process is that an opportunity is presented to establish an instant start to relationship building as well as an overall understanding of the different backgrounds from which each of our students derive. Students are initially provided with two avenues of attaining a diploma. The traditional 24 credit diploma or the fast track 18 credit diploma which is accepted by state colleges and/or trade schools. This diploma option allows students that are behind to still earn an accredited diploma.

Outgoing students are counseled in their options beyond graduation depending on the type of certificate or diploma they have earned at the time of graduation. Options include enlisting in the military, entering the workforce, or furthering their education through a technical/trade school, or two and four year universities.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team focuses on students first by seeking ways to develop and maintain an intervention system, which through problem-solving techniques, will bring about increased academic achievement for our students.

The teams will meet weekly to engage on the following activities, which include:

- Review student data and align with instructional decisions
- Review progress monitoring data at the student level, classroom level, and grade level to identify students who are meeting/exceeding benchmarks, at moderate or at high risk of not meeting benchmarks.
- Identify based on the data, professional development and resources to be utilized throughout the school.
- Meet with the entire instructional staff, at least monthly, to problem solve, share effective practices, evaluate the implementation of intervention strategies, make decisions on progress, and practice new processes and skills.

Purchased software (APEX) is utilized within the classroom and designed to engage the at-risk students who are already behind in their academics. This also enables the instructional staff to individualize the student's instruction to help them accelerate their credit recovery.

Professional development is sought out by administration and staff to assist in the improvement of student learning. Much of our staff wide, mandatory professional development is geared toward improving the conditions that support learning and improving relationship/team building and behavior within the classroom. Examples include:

- Mental Health First Aid Training: This training provided all of our faculty and staff with resources to be first responders in providing mental health first aid, recognizing suicide warning signs, and making referrals to professional mental health counselors when necessary.
- Succeeding with Angry Students: Provided us with behavior interventions that could be implemented in the classroom to increase student success.
- Active Shooter Readiness Webinar: This webinar provided administration help for all charter schools to be prepared for the Active Shooter situation.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

As an alternative school, course selection is made based on the individual needs of the student. Administration and the Guidance Department review each student's academic progress based on the student's current high school transcript. Credits needed for graduation as well as grade forgiveness are the first priority for scheduling. Student schedules are reviewed with the parents and their students to assure everyone understands what must be accomplished for successful high school graduation. A career plan is developed for all incoming students through the guidance department. Academic and Career plans are reviewed and revised regularly/2x per year on a yearly basis until graduation.

Part V: Budget

Total:	\$75,520.00
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