

Lake County Schools

Alee Academy Charter School



2019-20 School Improvement Plan

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Alee Academy Charter School

1705 E COUNTY ROAD 44, Eustis, FL 32736

<http://www.aleeacademy.org>

Demographics

Principal: Robin Valentino

Start Date for this Principal: 7/1/2014

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School 9-12 |
| Primary Service Type (per MSID File) | Alternative Education |
| 2018-19 Title I School | No |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | <i>[Data Not Available]</i> |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold) | Black/African American Students Economically Disadvantaged Students Hispanic Students Students With Disabilities White Students |
| School Grade | 2018-19: |
| School Grades History | 2017-18: |
| | 2016-17: |
| | 2015-16: |
| | 2014-15: |
| | 2013-14: |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | Diane Leinenbach |
| Turnaround Option/Cycle | |
| Year | |
| Support Tier | NOT IN DA |
| ESSA Status | CS&I |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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 | Job Duties and Responsibilities |
|------------------|--------------------|---|
| Valentino, Robin | Principal | Mrs. Robin Valentino - Director - Oversees the daily operations of the school including human resources, finances, transportation, Charter School policies and administrative regulations, Promotes a common vision for the use of data-based decision making; assures the school based 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 |
| | | Mr. Linton Brown - Assistant Director - Promotes and maintains an effective learning climate in the school; develops and implements an orientation process for new students; integrates new students into the program; ensures implementation of policies and procedures; manages and supervises facility maintenance; ensures the safety and security of students, staff, and visitors. |
| Emerick, Cindy | Dean | Mrs. Cindy Emerick - Site Administrator - Utilize classroom walkthrough data and school improvement goals to develop and coordinate master schedule; provide instructional leadership to all instructional staff; coordinate site-based professional development; coordinate collection of MTSS data. |
| Daniel, Annelise | Guidance Counselor | Mrs. Annelise Daniel - Guidance Counselor - Coordinates testing and implements testing school schedule; participates in the collection, interpretation, and analysis of data from the EWS and Performance Matters to assist problem solving; provides support for professional development and technical assistance for problem solving activities; |
| Jenkins, Lilly | Teacher, K-12 | Ms. Lilly Jenkins - Language Arts/Intensive Reading Teacher - Supports authentic literacy efforts that align with the school improvement goals school wide; provides reading instruction utilizing standards based instructional materials; assure the Stanford Diagnostic and FAIR is administered to each student during each of the assessment periods; provide guidance to the content area instructors in the alignment of the school wide plan for reading across the content areas; support the implementation of reading interventions. |
| Rhoads, Susie | Teacher, ESE | Ms. Susie Rhoads - ESE School Specialist and Learning Strategies Teacher - Provides support to students with disabilities through her role as an ESE teacher and the ESE school Specialist. |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 40 | 90 | 34 | 175 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 23 | 65 | 30 | 125 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 3 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 8 | 17 | 7 | 35 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 24 | 44 | 14 | 86 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 30 | 75 | 26 | 136 |

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 | 3 | 25 | 59 | 22 | 109 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 11 | 36 | 15 | 63 |

FTE units allocated to school (total number of teacher units)

9

Date this data was collected or last updated

Wednesday 8/28/2019

Prior Year - 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 | 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 with two or more early warning indicators:

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

Prior Year - 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 | 48 | 49 | 60 | 61 | 218 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 15 | 11 | 10 | 62 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 | 47 | 54 | 31 | 189 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 21 | 21 | 16 | 65 |
| 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 | 1 | 1 | 1 | 1 | 4 |
| Students administratively placed in high school from middle school | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 7 |
| Students that are over age for grade | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 14 | 61 | 40 | 117 |
| G.P.A. lower than 2.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 64 | 55 | 58 | 35 | 212 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 67 | 59 | 70 | 66 | 262 |

Part II: Needs Assessment/Analysis

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 | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 0% | 50% | 56% | 0% | 49% | 56% |
| ELA Learning Gains | 0% | 46% | 51% | 0% | 49% | 53% |
| ELA Lowest 25th Percentile | 0% | 33% | 42% | 0% | 44% | 44% |
| Math Achievement | 0% | 44% | 51% | 0% | 50% | 51% |
| Math Learning Gains | 0% | 45% | 48% | 0% | 47% | 48% |
| Math Lowest 25th Percentile | 0% | 36% | 45% | 0% | 41% | 45% |
| Science Achievement | 0% | 68% | 68% | 0% | 65% | 67% |
| Social Studies Achievement | 0% | 69% | 73% | 0% | 72% | 71% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | Total |
|---------------------------------|-----------------------------------|---------|----------|---------|-----------|
| | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 11 (0) | 40 (0) | 90 (0) | 34 (0) | 175 (0) |
| Attendance below 90 percent | 7 (39) | 23 (37) | 65 (29) | 30 (29) | 125 (134) |
| One or more suspensions | 0 (19) | 1 (18) | 2 (15) | 0 (22) | 3 (74) |
| Course failure in ELA or Math | 3 (43) | 8 (27) | 17 (11) | 7 (10) | 35 (91) |
| Level 1 on statewide assessment | 4 (49) | 24 (62) | 44 (111) | 14 (68) | 86 (290) |

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 09 | 2019 | 10% | 47% | -37% | 55% | -45% |
| | 2018 | 3% | 46% | -43% | 53% | -50% |
| Same Grade Comparison | | 7% | | | | |
| Cohort Comparison | | | | | | |
| 10 | 2019 | 5% | 48% | -43% | 53% | -48% |
| | 2018 | 8% | 49% | -41% | 53% | -45% |
| Same Grade Comparison | | -3% | | | | |
| Cohort Comparison | | 2% | | | | |

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

| SCIENCE | | | | | | |
|---------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 9% | 66% | -57% | 67% | -58% |
| 2018 | 16% | 61% | -45% | 65% | -49% |
| Compare | | -7% | | | |

| CIVICS EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 27% | 67% | -40% | 70% | -43% |
| 2018 | 21% | 69% | -48% | 68% | -47% |
| Compare | | 6% | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 52% | -52% | 61% | -61% |
| 2018 | 7% | 62% | -55% | 62% | -55% |
| Compare | | -7% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 3% | 49% | -46% | 57% | -54% |
| 2018 | 0% | 50% | -50% | 56% | -56% |
| Compare | | 3% | | | |

Subgroup Data

| 2019 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 |
| | | | | | | | | | | | |

| 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 2015-16 | C & C Accel 2015-16 |
| | | | | | | | | | | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | CS&I |
| OVERALL Federal Index - All Students | 12 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 5 |
| Progress of English Language Learners in Achieving English Language Proficiency | |

| ESSA Federal Index | |
|--|-----|
| Total Points Earned for the Federal Index | 23 |
| Total Components for the Federal Index | 2 |
| Percent Tested | |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 6 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 2 |
| English Language Learners | |
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 10 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 2 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 8 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 2 |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| Native American Students | |
| Federal Index - Native American Students | |

| Native American Students | |
|--|-----|
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| White Students | |
| Federal Index - White Students | 14 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | 2 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 9 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 2 |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The Algebra 1 EOC component showed the lowest performance at 0%. A contributing factor to this decline is the students' low academic achievement level and their limited foundational knowledge upon enrollment at our school. Based on the results of the baseline and mid-year LSA scores and the Stanford Diagnostic test that is administered 2x per year, the data trends show that students are significantly deficient in basic mathematics skills - well below their grade level - thus making it difficult for them to learn the concepts of Algebra without first strengthening their foundational knowledge. Because of their low achievement level, their personal level of confidence is low or non-existent, therefore often times they quit before they even begin.

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

Biology EOC and Algebra 1 EOC showed the greatest declines from the prior year both at a 7% decrease. Given the nature of our alternative clientele, the vast majority of our students are disenchanted with education and do not value their education therefore put forth little effort to improve their skills and attain success. The habitual attendance and

participation issues also contribute to low performance. The contributing factor for the lowest performing component that we do have control over is our students' confidence level. Our priority is to first establish a trusting relationship with our students. We have built in character education lessons to boost self-confidence and self-awareness. As it pertains to the area of mathematics, these character lessons have shown to help students trust in themselves more which ultimately leads to a more positive learning experience. Our teachers also identify students with low academic performance from the APEX curriculum, participation in class discussions, and overall willingness to complete assignments and then assign supplemental material to our paraprofessionals who provide individual support to these students in building their foundational knowledge.

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

Our Algebra 1 EOC showed the greatest gap when compared to the state average. Our data from the 2017 to the 2018 school year showed a 3% increase, and our data from the 2018 to the 2019 school year showed a 7% decrease so there is no consistent trend in one direction or another. Low attendance, poor social and emotional skills along with the lack of basic academic skills all contribute to a lack of performance on standardized tests.

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

Grade 9 ELA showed the most improvement at a 7% increase. We instituted a writing across the curriculum initiative in conjunction with a consistent school wide note taking procedure that increased the amount of time students spent on writing and reading comprehension.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Out of all the areas reporting on the EWS, attendance below 90% is a major area of concern and directly impacts all other areas.

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

1. Improve Daily Student Attendance Rate
2. Increase Reading Proficiency for all students
3. Increase Basic Math skills for all students
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

| | |
|--|--|
| #1 | |
| 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. |
| State the measureable outcome the school plans to achieve | 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. Our goal is to see a 10% increase in reading and writing scores using the FAIR, Stanford Diagnostic, and LSA as data sources. |
| Person responsible for monitoring outcome | Cindy Emerick (emerickc@aleeacademy.org) |
| Evidence-based Strategy | Utilize a schedule for push-in/pull-out interventions for students significantly below grade level in addition to a writing across the curriculum initiative and a consistent school wide note taking procedure. Push in/Pull out services will be provided by Title 1 paraprofessionals for students in the lowest 25% based on prior year scores as well as other students identified by classroom/teacher observation. Classroom teachers will monitor student progress using FAIR, Stanford Diagnostic, LSA, and classroom assessments. Teachers will continue to offer explicit instruction while paraprofessionals will continue to offer support to increase these students' scores by 10%. |
| Rationale for Evidence-based Strategy | By implementing additional scaffolds and interventions, we will increase the basic reading skills of our students and in turn strengthen the foundation upon which other reading skills are built. |
| Action Step | |
| Description | Writing across the curriculum initiative continues school wide via welcome work writing assignments, consistent school wide note taking procedures, and the continuation of APEX, a 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 an Intensive Reading class for Level 1 freshmen and sophomore students will also support increased achievement in ELA proficiency. ELA and Reading teachers will implement strategies learned in trainings in their classrooms to further aid in the improvement of the Level 1 students in reading and writing, with an emphasis on collaborative structures and student-centered conversations along with the help of a Title 1 paraprofessional's push-in/pull-out services. ELA and Reading teachers plan on instruction based on student data, instructional shifts, standards, assessments, differentiation, and instructional methods. ELA and Reading teachers utilize data to differentiate and scaffold instruction to increase student performance. |

Person Responsible Cindy Emerick (emerickc@aleeacademy.org)

#2

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.

State the measureable outcome the school plans to achieve Increase in daily student attendance and reduce the number of students meeting the EWS indicator for excessive, unexcused absences.

Person responsible for monitoring outcome Annelise Daniel (daniela@aleeacademy.org)

Evidence-based Strategy Daily use of the automated call out system and continued Implementation of a PBIS System to improve school culture.

Rationale for Evidence-based Strategy By improving the school culture and providing for the basic needs of our students they will be more likely to attend school as a safe place where their needs are met. Likewise, by making routine automated attendance calls to the home, the student and parent are made aware that the student's presence in school is important and places school as a priority in the home.

Action Step

Description Utilize Skyward attendance reports to assess excessive unexcused student absences and implement consistent parent notification process through School Messenger automated call out system. Continued implementation of a PBIS System. Reports will be pulled every 10 days and the data will be assessed. School staff will make every attempt to make contact with the student/parent missing more than 5 days and determine the situation for not attending. Students having missed 10 days will be referred to the school social worker for monitoring and to provide support services for the student.

Person Responsible Annelise Daniel (daniela@aleeacademy.org)

#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 monitor student proficiency data with fidelity, and implement additional scaffolds and interventions as necessary, we will increase the basic skills of our students and in turn strengthen their foundation upon which other math skills are built.

State the measurable outcome the school plans to achieve

Increase student proficiency in math by 10% as evidenced by EOC exams and learning gains on LSA baseline and midyear assessments for Math courses.

Person responsible for monitoring outcome

Cindy Emerick (emerickc@aleeacademy.org)

Evidence-based Strategy

Utilize a schedule for push-in/pull-out interventions for students significantly below grade level.

Rationale for Evidence-based Strategy

By implementing additional scaffolds and interventions, we will increase the basic math skill set of our students and in turn strengthen the foundation upon which other math skills are built.

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 concepts and skills being introduced in all Math courses. Students that are at least 2 grade levels behind in math as indicated by the results of the Stanford Diagnostic test given upon enrollment will be identified. Their data is then shared with teachers, the school counselor, and administration. These students will be placed into foundations class on APEX to help build their base knowledge. They will meet with the Title 1 paraprofessionals a minimum of 30 minutes per week either individually or in small groups. They will be re-evaluated in 4 weeks by the classroom teacher and the same or more intense intervention will continue as needed.

Person Responsible

Cindy Emerick (emerickc@aleeacademy.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

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

Alee Academy invites parents and families to our campus several times a year. There is the mandatory initial enrollment appointment where our administrators meet with families to welcome them to the school and discuss the student's path for success. We host parent events at various times throughout the year including our beginning of the year Open House event, Title 1 Annual Meeting, Quarterly Report Card Nights, Fundraising events, Senior Parent Night, and Parent and Student Advisory Council meetings. Skylert/School Messenger is used to contact all of our parents each week to share information regarding testing, upcoming school events, and general announcements. We have an official school Facebook page that we share with students and parents during their initial enrollment meeting. We also post information to our school website. Likewise, all communication is sent home in the parents' home language when possible.

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

Alee Academy provides weekly social emotional skills training in all the classrooms through a Character Education Program. Students displaying greater needs are referred to the mental health team for further evaluation. Upon the completion of the evaluation, should further services be required, mental health services of onsite group or individual therapy or referrals to community providers are made available. Our mental health team consists of our School Counselor and ESE Coordinator who are also Clinical Mental Health interns supervised by Deas Consulting.

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. The student's academic plan is also discussed at this time as well. Additionally, student audits are conducted with the student and parent to discuss yearly and future academic plans.

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. Data is reviewed regularly by the school counselor, lead teacher, and administrator. Student, parent, and other stakeholder feedback is considered for helping students transition into Alee Academy and transition after graduation.

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

As an alternative school, decisions regarding the resources we have to work with are made based on the individual needs of the student population. 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 aligning available resources such as personnel, instructional resources, and curriculum. An identified need that was addressed through the allocation of resources was the addition of Title 1 paraprofessionals to provide support services for our students that are performing below grade level in reading and math. Administration along with the Charter Board meet monthly to evaluate the school program financially, and academically and make decisions accordingly.

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

Our school counselor administers an interest inventory, as well as utilizes the Florida Shines curriculum, to our students and based on the responses, we select businesses to join us at our annual Career Fair This provides the students with information regarding various career opportunities. We also have representatives from our local technical colleges in attendance, as well as the recruiting offices of the United States armed forces join us.

We invite local colleges, both state and universities, to participate in our College Fair that is held once per year. We open the event to all students during the regular school day. We invite parents to come in the evenings so they are also informed of the opportunities available to their students.

Our students also have assemblies with members of our community that share their knowledge and expertise of their various career choices.

Part V: Budget

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| 1 | III.A | Areas of Focus: With high expectations, teachers will purposefully plan and intentionally incorporate Reading, thinking, Talking, and Writing in all content areas for all students. | \$25,000.00 |
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| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 | |
|---------------|--------------|---|------------------------------------|-----------------|-----|--------------------|--------------------|
| | 5100 | 160-Other Support Personnel | 9018 - Alee Academy Charter School | Title, I Part A | | \$25,000.00 | |
| 2 | III.A | Areas of Focus: With high expectations, faculty and staff will develop, implement, and assess a plan to increase student attendance. | | | | | \$500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 | |
| | 5100 | 370-Communications | 9018 - Alee Academy Charter School | General Fund | | \$500.00 | |
| 3 | III.A | Areas of Focus: 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 | | | | | \$25,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 | |
| | 5100 | 160-Other Support Personnel | 9018 - Alee Academy Charter School | Title, I Part A | | \$25,000.00 | |
| Total: | | | | | | \$50,500.00 | |