Alee Academy Charter School

2015-16 School Improvement Plan

Alee Academy Charter School

1705 E COUNTY ROAD 44, Eustis, FL 32736

http://www.aleeacademy.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	55%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	58%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

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. Credit recovery and the Performance Based Diploma Option program are the 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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The small school, small class environment, and engaging curriculum promote relationship building between teachers and students to meet the basic emotional needs of these students and to maintain their interest in graduating from high school. In order to gain access into Alee Academy each new student is scheduled to meet with an administrator. This allows students and their families to come in, ask questions, and address any concerns they may have. This process also allows for an instant start to relationship building as well as an overall understanding of the different backgrounds from which each of our students derive. Another way that we as a school learn about our students' cultures and build relationships between teachers and students is through close communication between faculty and staff members. It is vital in our small community to keep abreast of any new information we receive about students and their current living conditions, predicaments, etc., as well as their goals and accomplishments. By mentioning to our students the good things we have heard about them from other teachers, we stimulate pride in our students which in turn develops trust in the faculty and staff. Alee Academy continually strives to foster a strong relationship with each individual student in order to meet their emotional needs as well as help them achieve their academic goals. The entire staff is involved in reaching the whole child. Classes are routinely open and honest about the many cultures of each individual and acceptance is key. This is achieved through class discussions, reading

material, research, and most of all, respect. Some of the daily procedures set forth in the school are designed to help teachers and students build relationships. For example, teachers are required to have morning duties which allows time for the staff to talk to students outside of the classroom. Likewise, teachers greet the students at the classroom doors each period to start each class off in a positive and respectful manner. This also leaves the students with the sense that Alee Academy has a caring staff they can talk to. The school also provides opportunities for students to participate in activities outside of the classroom such as a holiday dance, Grad Bash, prom, etc. It is our belief that activities such as these contribute to a positive student teacher relationship.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Our students are provided with a safe environment at all times throughout the day due to constant supervision by all staff members. As students arrive each day, all faculty and staff are present and assigned to a particular post. Some staff members greet students as they get off the bus, others are in the hallway, at our security checkpoint, in the courtyard, and in the school cafeteria. The faculty and staff create an environment where students feel safe and respected before, during, and after school, by relieving students of their cell phones, electronic devices, and any extra items other than necessary supplies upon entering school. By implementing safety measures such as collecting book bags, purses, backpacks, lunch boxes and pencil pouches at check-in distractions and safety concerns are reduced leaving more time and energy to focus on instruction. Other safety measures taken by the school prior to the start of the day include students going through a metal detector, and being wanded prior to gaining access to the school building. Likewise, all classroom and exterior doors are kept locked at all times throughout the day with the exception of the front office. The school's in-house security monitoring system includes 34 security cameras throughout the property. There are two security cameras in each classroom that are fully equipped with audio and color. The common areas, cafeteria, hallway, front office, and outdoor facilities are monitored with security cameras as well providing added supervision and security campus wide. Our cafeteria has a friendly and relaxed atmosphere for the students to enjoy the company of their friends as staff members join in conversations as well as monitor the students. Students remain in their classrooms for the entire class period and if needed, they may use the facilities provided between classrooms. Students are not allowed to walk freely throughout the school without a predetermined destination approved by both the teacher and the front office. Moreover, we maintain an emotionally safe environment for students by modeling respect and kindness, so that we are always showing the students the kind of behavior we expect from them, and preserving their dignity as human beings. At the conclusion of the day, students are dismissed one class at a time as each teacher walks their class to the buses for dismissal thus reducing the number of students in the departure area at one time. All staff members, including administration, are at the bus loop as the students board the buses, creating less of an opportunity for conflicts to occur and providing ample supervision and safety as they depart.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Student discipline is implemented by clearly defined, consistently enforced school-wide rules and classroom procedures, as well as explicit, individual classroom teacher rules and expectations. In addition to school-wide rules and procedures, a Positive Behavior Support System is in place. The PBS system provides the awareness and expectations of school rules and procedures. In order to achieve cooperation, teachers and students are provided time and resources for the review and display of each procedure and rule enforced in the school. Pertinent literature and reminders are strategically placed throughout the school. The visual presence of rules and procedures allows for continuous reinforcement by staff and students. As part of our PBS system, a Staff Incident Report protocol is followed through which behaviors are documented with the use of SIR forms. When

student behavior has warranted three incident documentations, a formal discipline referral with SIRs attached is sent to the administration for review and intervention. Regular parent contact by faculty and staff ensures the awareness of behavioral concerns, thereby facilitating the collaboration of teachers and parents for the success of each student. Diligence, kindness, and respect are reinforced within the Positive Behavior Support program as well. Other school-wide procedures that minimize disruptions and distractions include:
• Restrooms located in the classrooms
• Belongings and electronic devices are collected at security upon arrival
• Staff communication by handheld radios and classroom telephones
• Student movement during class periods is not permitted without permission

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. All staff and faculty ensure that the social-emotional needs of all students are being met by endeavoring to gain the trust of the students through daily casual conversations about their well-being, and positively incorporating background and current knowledge of student situations into the general affect of the classroom regardless of the behavior or demeanor of the students. In addition, all 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. As a result of this carefully developed rapport, the entire staff is available to provide mentoring and advice and to meet physical and emotional needs of students daily. Each classroom teacher has an extended first period class which allows for homeroom activities, thus allowing students extra time with one specific teacher in order to build rapport. Teachers naturally develop closer mentoring relationships with certain students, but each first period teacher tracks the progress and regularly communicates with the parents of those students, which supports the reinforcement of appropriate behavior. Our primary goal is to demonstrate to the students that they can trust us, rely on us, and maintain the expectation that we will help them achieve their academic goals. The entire staff's priority is to reach the whole child. Each classroom setting is one of honesty, openness, and acceptance of diversity. This is achieved through class discussion, reading material, student-conducted research, and most of all, respect by faculty and staff of the dignity of each student. 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. Alee Academy has also implemented a peer counseling program led by a classroom teacher. This program helps to provide for the social-emotional needs of the students on an interpersonal level. Prospective students of Alee Academy are invited to an initial interview with the assistant principal 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:
• The ESE School Specialist gathers information prior to enrolling an ESE student in order to ensure that the needs of the student can be met at Alee. The student's prior placement is evaluated and current needs are assessed. Needs assessment data is garnered from parents, guardians, former teachers and support staff, psychological testing reports, community agencies, current IEPs, and the individual student. All pertinent information is acquired before making a placement decision.
• When necessary, Alee staff members coordinate with the Families in Transition Liaison from Lake County schools. The liaison offers assistance particularly when students and/or their families become homeless. We work closely with this office to ensure that our students' most basic physical needs -

shelter and food - are met when they find themselves in dire need.
• The ESE School Specialist and Guidance Counselor assist needy students with the completion of applications and other mandatory processes for the procurement of State and Federal assistance such as Food Stamps, Medicaid, Social Security, Safelink, and Assurance Wireless.
• In order to address students' emotional and psychological needs, the Front Office Staff refer and coordinate services through local therapeutic agencies, such as Life Stream Behavioral Center.
• Alee Academy cooperates fully with the Department of Juvenile Justice to provide the verification of student attendance, current grades, and ongoing progress of students on probation. We also provide probationary students opportunities to achieve community service hours by working on campus after school and on Fridays.
• The Guidance Counselor makes information about community services such as the Department of Health and Life Choices for pregnancy verification, local food pantries, and income-based housing available to all students and their families.
• The Front Office Staff coordinates with the Teen Parent Resource Department of Lake County Schools to provide education and guidance to meet the specific needs of student parents and expectant student parents.
• The ACT is a state test that is not only used for college entrance, but also serves as an alternative for the for the state competency requirements of FCAT. After reviewing a student's completion of FCAT competency requirements, any student that has not met this requirement by the middle of their junior year is strongly encouraged to take the ACT as an alternative. The school Guidance Counselor provides eligible students with the ACT flyer which includes test dates and instructions, a study guide, and a fee waiver to offset the cost of the test for those who qualify.
• In cooperation with junior and senior level students, career planning is accomplished through the use of interest inventories, the CIPSI, Career Cruiser, and ASVAB. The results of these inventories are analyzed and applied to best facilitate plans for future education and career goals and the requirements for such goals, as well as relevant financial planning and budgeting based on the income from a minimum wage job.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

As an alternative charter high school, we are designed to cater to the needs of the students throughout the county that are at-risk of dropping out of high school. Students are referred to us on the basis that they routinely exhibit one or more of the early warning indicators and are identified as being at-risk for dropping out prior to enrolling at Alee. Because many of the following early warning indicators are identified in our students prior to their enrollment with us, they are used by our faculty and staff to address the various learning needs of our population and to delve deeper into the true nature of the student's living and learning situation.
Early Warning Indicators used in the system include:
• Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
• One or more suspensions, whether in school or out of school
• Course failure in English Language Arts or mathematics
• A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
• Students referred in lieu of expulsion, on a 45 day placement (504, or ESE) or adjudicated youth
• Students administratively placed in high school from middle school
• Students that are over age for grade
• G.P.A. lower than 2.0

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	60	50	60	70	240
One or more suspensions	12	24	18	15	69
Course failure in ELA or Math	54	41	37	24	156
Level 1 on statewide assessment	4	16	34	42	96
Students referred in lieu of expulsion, on a 45 day placement (504, or ESE) or adjudicated youth	9	4	3	3	19
Students administratively placed in high school from middle school	11	0	0	0	11
Students that are over age for grade	42	32	39	39	152
G.P.A. lower than 2.0	26	38	41	31	136
	0	0	0	0	

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	74	66	77	82	299

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The intervention strategies employed by the school to improve the academic performance of students identified by the early warning system include:
• Extended learning and tutoring time on Friday
• Intensive Math courses
• Computer based learning in our night environment
• Employment of PBS system for behavior management
• Writing across the curriculum initiatives
• Cross-curricular learning activities
• Relationship building and mentoring
• Initiation of Peer Counseling program and School Newspaper Team to provide leadership roles for students

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

PIP Link

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

Description

Not unlike their students, many of the parents were also an at-risk student 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 to 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 have minimal surprises 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
• Progress Report Nights
• Report Card Nights
• Award Presentations
• Teacher-Parent Meetings
• Electronic communication (email) by providing teacher and administrator lookups through the school website
• Volunteer opportunities
• Written communication via parent letters

Furthermore, to enhance the parental involvement and leadership roles in the school, the creation of the School Advisory Council is established each year. The administrator functions as the SAC committee's advisor and main contact for the SAC chairperson. The purpose of the SAC is to assist the administration and charter board in the preparation and evaluation of the school improvement plan, which includes performance indicators that are measureable.

In speaking with parents throughout the year, the teachers have gleaned other innovative ideas by which the parents can become engaged. Likewise, the staff has researched means to engage more parents. Some of the ideas from parents and through research are:

• Follow your student's schedule for an evening
• Information exchange days 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
• Family pot-luck dinner to educate the parents on ways to become involved in their student's academic life
• 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
• Breakfast with the principal for parents each month at our deli

In addition to face to face meetings, there are electronic means by which parents can contact the school, an administrator, or teacher through the schools website where all staff email addresses are listed. Teachers are also implementing an on-line program in their classrooms by which parents can log into their student's account and check their student's progress, communicate with the teacher, and read notices posted by school staff.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. Our Work Learning Program teams up with several community business partners to provide our students firsthand knowledge of the world of work and to help them recognize the skills necessary to be career ready in today's society. After indicating what line of work they are interested in pursuing after graduation, eligible students are afforded the opportunity to perform the duties required of a full time employee in various business throughout the county. Responsibility, timeliness, professionalism, and strong work ethics are but a few of the skills our students are taught through their participation in this program. Industry specific training, preparation, and insights are also provided to the interns on a daily basis.

Our community business partners include:

*LaRue Kay Salon
*Beyers Funeral Home
*Umatilla Elementary School
*Southside Eatery
*Little Darlings Daycare
*Somerset Assisted Living Facility
*Publix Supermarkets (OJT)
*Winn Dixie Supermarkets (OJT)
*Lakeview Terrace (OJT)

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

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 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.

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: Participate in the collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for intervention fidelity and documentation; provide 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.

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 will focus on "students first." The team will seek 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.

The SAI Funds provide for the following:
1. Software which is utilized within the classroom 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.
2. Provides funding for the Guided Work Learning program which enables the students to participate in real world on-the-job experiences that were not previously available to them.

Also, at various times throughout the school year, the behavior, learning, and instructional needs of the school are discussed. Professional development is then sought out by administration and staff to assist in the improvement of student learning. Given the nature of Alee Academy and the population we serve, 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:
• The Positive Behavior Support: This system was identified as a possible solution to behavior issues that were taking time away from instruction and ultimately impacting student learning in a negative way.
• Dr. Clint VanNagel: Behavior modification, differentiated instructional strategies, incidental learning strategies, reading strategies, stress reduction techniques, character building and classroom management techniques were some of the topics provided throughout a 3 day training.
• Succeeding with Angry Students: Provided us with behavior interventions that could be implemented in the classroom to increase student success.
• Dr. Harry and Rosemary Wong: Foremost authorities on effective teaching and classroom management, the Wongs shared their experiences with the group -- providing them with essential tips and easy to implement techniques to improve their delivery and overall student performance.
• Dr. Todd Whitaker: Spoke about his book What Great Teachers Do Differently and shared stories about school-related issues.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Robin Valentino	Principal
Martha Cohen	Business/Community
Rachel Holtzclaw	Business/Community
Mary Jane Hartwright	Business/Community
Chloe Bonds-Wormack	Business/Community
Mary Jo Rager	Business/Community
Michael Holland	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC's role in evaluating last year's school improvement plan consists of reviewing last year's goals, barriers, and strategies and assessing the success of the selected strategies.

Development of this school improvement plan

Assists in preparation and evaluation of SIP by reviewing goals, barriers, and strategies suggested by school personnel and making suggestions for improvement. We will continue to increase the involvement of SAC members in providing input as to the goals and objectives of the school. During the year, the SAC will continue to work with the Leadership Team to increase the number of community members/partners to develop a pattern of growth within the SIP.

Preparation of the school's annual budget and plan

The Charter Board/SAC Members review the annual budget and make suggestions as to expenditures and the direction of the school.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The Funding source for last year's SIP was the FEFP.
$10,000 was budgeted for technology
$ 5,000 was budgeted for PBS supplies
$10,000 was budgeted for textbooks and online instructional materials
$ 5,000 was budgeted for license products for MS Office products for student laptops
Total: $30,000

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Valentino, Robin	Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year will be:
• Identify research based best practices to improve reading comprehension.
• Select five (5) cross curricular reading strategies which will be implemented throughout the school.
• Present to the staff through staff development and in-service the five (5) strategies/approaches for cross curriculum instruction.
• Assist in the implementation of the five (5) strategies/approaches across curriculum.
• Support the content area teams through regular meetings and then as needed.
Evaluate the effectiveness of the implementation strategies/approaches for reading comprehension across curriculum based on teacher artifacts.
Proven research-based best practices to improve reading comprehension include:
fluency challenges where students read aloud for 1 minute or 2 minutes to a partner while the partner marks any errors and where the reader ends – then they switch roles and repeat
reciprocal teaching of sections – this promotes the need for the "teachers" to have to be sure they comprehend the reading, in order to teach it to the class and to prepare their lesson
scaffolding reading lessons so that students aren't overwhelmed with big chunks of reading at a time – however, this doesn't work when they have to be prepped for state tests in a short amount of time
5 Cross-curricular reading strategies which can be implemented throughout the school:
QAR – Question-Answer Relationship – identifying the different levels of questioning helps with students move up with Costa's Levels of Thinking, as well
KWHL – What I know, What I Want to Know, How I Know it (or How I will Learn it), and What I Learned – easy to implement
Anticipation Guides – teachers can easily create Anticipation Guides for their lessons in order to help prep students for what they will learn about – general statements about the learning to see how students feel about the topic in general (making judgements before reading and defending reasons), making predictions based on titles/headings/etc.
Chapter Tour – looking over the chapter headings, title, illustrations, subheadings, chapter questions, etc. ahead of time and having specific questions to be answered by just doing these things
Mapping – I prefer Thinking Maps, but any type of semantic mapping will work – this helps students to see the information in a different way – can be done before, during, and after reading to predict, clarify, and revise their thoughts about the topic

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Alee Academy encourages positive working relationships among all staff members through the use of professional learning communities (PLC), cross-curricular instruction, professional development events, and morning duties assigned by administration, where teachers have the opportunity to work with each other outside the classroom setting. The purpose of these strategies is for the faculty and staff to become familiar with each other on both a professional and personal level. As staff members work together, they learn each other's strengths and weaknesses, and how they can best support each other to benefit the students and the school as a whole. Collaborative planning time is built into the schedule every Friday, allowing teachers ample time to collaborate on learning activities, discuss student performance, and address behavior concerns as a unified team. Inter-departmental collaboration is also heralded. History and English departments write and study the same topics, such as the Holocaust, black death, and the Great Depression. Teachers are open to each other's input, and the administration has an open door policy, in order to settle in-house problems in a timely manner, contributing to job satisfaction.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Alee Academy has qualified professional and support staff sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose. At the end of each school year, administration inquires about each staff member's desire to return the following school year. Should an employee or administrator decide not to renew a contract, the following steps are taken to fill the vacant position:
• Referrals from current employees and area school administrators are solicited
• An employment ad is placed on teachers-teachers.com, or an appropriate venue depending on the position needing to be filled
• Resumes are accepted electronically, or in person at the school
• Applicants are evaluated based on their credentials and invited to an initial interview in person or over the phone
• Decisions are made by administration to ask applicants to return for a second interview if necessary
• Telephone reference checks are conducted for each perspective candidate
• The most qualified applicant is then selected and made an offer for employment
Retention of highly qualified, certified-in-field, effective teachers is address through the following strategies:
• Professional In-services and regular meetings with new teachers, site administrator and principal to develop the new teacher's skills and promote success in the classroom
• Partnering new teachers with veteran staff by department
• Assigning teachers within the same department to adjoining classrooms with the added benefit of a shared office space
• Offering salaries, health insurance and benefit packages comparable to surrounding schools

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentoring is a valuable tool especially within our alternative education environment. Our mentoring program for new teachers is more than a support mechanism as it aids in the retention and job satisfaction of the new teacher. When a new teacher joins the Alee family team, he or she receives the benefit of immediate training from the resident member of the department they have joined. Not only does this inner-department training prepare the incoming teacher for curriculum, instruction, and grading, it also serves as a precursor to intensive mentoring which continues throughout the school year to provide timely information, procedural guidance, and constant encouragement. The program partners the new teacher with an experienced teacher who is teaching the same curriculum so that the new teacher can benefit from the knowledge and experience of a veteran teacher. Likewise, the teacher and primary mentor share adjoining classrooms and offices, which further facilitates positive interaction and collaboration. Throughout the school year the new teacher is also supported through administrative classroom visits and observations with timely feedback; conferences and collaboration with their mentor and administration; participation in PLC; and participation in professional development for best practices. In addition, veteran teachers from other subject areas freely offer help and advice to every new team member that only a veteran Alee teacher can provide. Consequently, this presents opportunities for cross-curricular lesson planning and collaboration on projects and activities.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Alee Academy faculty and staff participate in professional development opportunities provided by the Lake County School District. In accordance with Florida Department of Education requirements, supplemental trainings are sought out and new knowledge is implemented. As required by the Florida Department of Education, all Alee Academy teachers are highly qualified; teachers aspire to a progressive knowledge of the core academic curriculum and specific expectations for student achievement. In PLC meetings, research and review is ongoing for the purpose of acquiring and implementing widely utilized and well-proven curriculum-based materials which will ensure best instructional practices in order to meet state standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

To meet the diverse needs of students of Alee Academy, we look at various forms of data from demographic data of the student population within the surrounding communities to academic achievement and attitude towards school. Such data includes the following:
Demographic Data
• Gender and physical differences
• Economic differences
• Social and cultural differences
• Language differences
• Interests and abilities
• Learning styles
• Students with special needs
• Family make-up and involvement
At Alee we find that our students cover the entire spectrum of differences mentioned above.
Academic Data
• Academic achievement
• Standardized test results
• Formative assessments
• Classroom participation
• Motivation and attitude
Our student population is very diverse. To meet the learning needs of our students who have difficulty obtaining proficiency or advanced levels we use varied instructional approaches as well as technologies of all kinds. Some examples of these approaches and technologies include:
• Varied level text material
• Varied supplemental material
• Varied audio-visual materials such as videos, illustrations, power points, etc.
• Varied time allotments
• Hands on activities
• Cooperative learning activities
• Independent learning resources and technologies such as A+LS (Anywhere Learning System)
• Community resources such as speakers and field trips
• Work internships
• Lessons broken into smaller manageable parts which are immediately supplemented with audio-visual materials throughout the lesson
• Immediate feedback and encouragement
• Various level reading material geared toward students interests
• Student-teacher conferences

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Weekend Program

Minutes added to school year: 7,200

The increased/extended day learning opportunities provides focused, alternative learning opportunities that support achievement, so that all students experience educational success and move forward on their path to graduation. This is accomplished through the 4 hour blocks of tutoring made available each week to each and every student in the school. Instruction is primarily focused on core academics.

Strategy Rationale

The rationale for the implementation of this extended learning strategy is to provide individualized instruction to students that are significantly below grade level in Reading and Mathematics in a less threatening, less intimidating setting free of disruptions and distractions by other non struggling learners. Offering students an opportunity for one on one instruction and time to process information at their pace can be a motivating factor for students to experience success and ultimately accomplish their goals.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Valentino, Robin, valentinor@aleeacademy.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

To determine the effectiveness of this strategy, the data collected will be in the same format and from the same data systems as that for the other interventions. However, the data from those students who chose to participate in the extended learning opportunities will be analyzed as a special group separate from that of each grade level and/or the school.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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. 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.

College and Career Readiness

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.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The school counselor performs Career Exploration for the students through lesson plans developed and delivered by the Guidance department. Further, all students have the opportunity to take the ASVAB test during the fall and spring. Through our work learning program, students use the results from the career exploration to further research careers of interest. The program coordinator works to provide the students exposure to their prospective careers by partnering with local community organizations.
Teachers in each classroom make every effort to connect lessons to real world practice. Administration and Guidance make their connection when counseling individual students on behavioral and academic issues. In Environmental, Biology, Earth Space and Physical science classes the students have available as a means to provide experiences relevant to their future through hydroponics, butterfly garden, water testing, and the schools weather stations. The creative writing class offers 11th and 12th grade students the ability to take part in the production of the school newspaper to gain practice in real world applications of research and general worldly knowledge. Furthermore, the Southside Eatery is a "sub shop" which is owned and operated by the students, which provides real life experiences in customer service, profit and loss, as well as planning, organizing, and ordering foods as well as product necessary to successfully run a restaurant.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

All students with disabilities age 16 and older have measureable postsecondary goals in the areas of educational training, career, and employment, as required by IDEA. Independent functioning is advised if needed as well. These goals are developed by the IEP Team with input from the student and are intended to assist students in planning annual strategies to work toward these goals. During the student's junior and senior years, eligible students are provided the opportunity for the dual enrollment and/or the guided work learning program. Through these programs the students are enrolled in Lake Technical Center for certificated course work, in Lake Sumter State College for college course work, or internships at local businesses through the Guided Work Learning program. These programs aid students by preparing them for continuing education and/or careers.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

The post secondary report shows that 44% of 2010 graduates had scores of 3 or above on the Reading and Math FCAT. Yet 66% had scores that were at or above college-readiness cut scores on SAT/ACT/CPT/PERT. Therefore utilizing these tests to assess readiness for post secondary enrollment would be imperative. Strategies that we would utilize would be:
1. providing resources to the students and their families regarding the importance of starting these tests in their junior year
2. the availability of fee waivers for the low income students

3. individual work based on their previous test scores with the students to improve the areas that they are weakest.

These strategies would allow continual advisement with the students through announcements in the school newspaper, website and within the guidance office.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Increase the amount of instructional technology being used in the classroom daily by 25%.

G2. In order to maintain a safe learning environment our goal is to reduce the incidents of illegal drugs/contraband materials being introduced to the learning environment by 10%.

G3. Reduce incidents of bullying on campus by 10%.

G4. Increase student achievement through improved attendance.

G5. Increase the number of students reading at or above achievement level on FSA, and FCAT 2.0 by 5%

G6. Increase the number of students making satisfactory progress on the Algebra 1 and Geometry EOC by 5%.

G7. Improve the percentage of students achieving a passing scoring by 10% on the Writing Assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase the amount of instructional technology being used in the classroom daily by 25%. `1a`

🔍 G071255

Targets Supported `1b`

Indicator	Annual Target
Instructional Minutes	12.5

Resources Available to Support the Goal `2`

- Administrators
- System Administrator
- Guidance Counselor
- Online Resources
- Technology

Targeted Barriers to Achieving the Goal `3`

- Limited teacher knowledge of technology resources

Plan to Monitor Progress Toward G1. `8`

Lesson Plans, classroom observations data

Person Responsible
Robin Valentino

Schedule
Quarterly, from 8/17/2015 to 6/9/2016

Evidence of Completion
Lesson Plans, classroom observations

G2. In order to maintain a safe learning environment our goal is to reduce the incidents of illegal drugs/ contraband materials being introduced to the learning environment by 10%. `1a`

G071256

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	20.7

Resources Available to Support the Goal `2`

- Parents
- Teachers
- Administration
- Support Staff
- PBS System
- Security Plan

Targeted Barriers to Achieving the Goal `3`

- Accessibility to contraband materials

Plan to Monitor Progress Toward G2. `8`

Meet with department chairs as well as conduct classroom observations and morning duty observations to monitor the implementation of the strategy.

Person Responsible

Robin Valentino

Schedule

Quarterly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Student referral data

G3. Reduce incidents of bullying on campus by 10%. `1a`

🔍 G071257

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	5.4

Resources Available to Support the Goal `2`

- PBS Program
- Teachers
- Administration
- Bus Drivers
- Paraprofessionals
- Guidance Counselor
- Office Staff
- Parents

Targeted Barriers to Achieving the Goal `3`

- Culturally and socioeconomically diverse student population

Plan to Monitor Progress Toward G3. `8`

Meet with department chairs as well as conduct classroom observations and evaluate lesson plans to monitor the implementation of the strategy.

Person Responsible
Robin Valentino

Schedule
Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion
Lesson Plans, classroom observations, student attendance and student referral data

G4. Increase student achievement through improved attendance. `1a`

🔍 G071258

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	80.0

Resources Available to Support the Goal `2`

- Transportation
- Teachers
- Paraprofessionals
- Office Staff
- Administration
- Parents

Targeted Barriers to Achieving the Goal `3`

- Family circumstances which may increase time out of school

Plan to Monitor Progress Toward G4. `8`

The data will be reviewed. If the strategy is successful the plan will continue to be implemented with fidelity. If the results are questionable or poor, the strategy will be re-evaluated and adjusted accordingly.

Person Responsible
Robin Valentino

Schedule
Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion
Lesson plans, classroom observations, student attendance and student referral data.

G5. Increase the number of students reading at or above achievement level on FSA, and FCAT 2.0 by 5%

1a

G071259

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	14.0

Resources Available to Support the Goal 2

- Classroom teachers

- Parents

- Study guides

Targeted Barriers to Achieving the Goal 3

- Student's lack of motivation and engagement

Plan to Monitor Progress Toward G5. 8

The data/evidence will be evaluated for the strategy's effectiveness. If the strategy proves to be successful, the plan will continue to be implemented with fidelity and monitored at regular intervals for continued positive results. Should the strategy provide results that are either questionable or poor, the strategy will be reevaluated, adjusted accordingly, or discontinued and replaced with a more effective strategy.

Person Responsible

Robin Valentino

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

G6. Increase the number of students making satisfactory progress on the Algebra 1 and Geometry EOC by 5%. `1a`

🔍 G071260

Targets Supported `1b`

Indicator	Annual Target
Math Gains	12.0

Resources Available to Support the Goal `2`

- Classroom teachers

- Parents

- Study guides

Targeted Barriers to Achieving the Goal `3`

- The students enrolled in Algebra math classes are performing at a 6th grade math level.

Plan to Monitor Progress Toward G6. `8`

The data/evidence will be evaluated for the strategy's effectiveness. If the strategy proves to be successful, the plan will continue to be implemented with fidelity and monitored at regular intervals for continued positive results. Should the strategy provide results that are either questionable or poor, the strategy will be reevaluated, adjusted accordingly, or discontinued and replaced with a more effective strategy.

Person Responsible

Robin Valentino

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

G7. Improve the percentage of students achieving a passing scoring by 10% on the Writing Assessment.
1a

🔑 G071261

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	45.0

Resources Available to Support the Goal 2

- Classroom teachers
- Parents
- Study guides

Targeted Barriers to Achieving the Goal 3

- Students not taking time for planning to organize ideas surrounding topic and their lack of application in the practice of writing

Plan to Monitor Progress Toward G7. 8

The data/evidence will be evaluated for the strategy's effectiveness. If the strategy proves to be successful, the plan will continue to be implemented with fidelity and monitored at regular intervals for continued positive results. Should the strategy provide results that are either questionable or poor, the strategy will be reevaluated, adjusted accordingly, or discontinued and replaced with a more effective strategy.

Person Responsible

Robin Valentino

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Baseline and Midyear data, FCAT data, EOC results

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase the amount of instructional technology being used in the classroom daily by 25%. `1`

🔑 G071255

G1.B3 Limited teacher knowledge of technology resources `2`

🔑 B185874

G1.B3.S1 All teachers will be provided with opportunities for in-house professional development in order to enhance their skills for implementing digital learning into the curriculum more effectively and more frequently. `4`

🔑 S197283

Strategy Rationale

Providing teachers with training in instructional technology will increase the likelihood that technology is incorporated in to the daily learning environment in all classes.

Action Step 1 `5`

Teachers will be provided with opportunities for professional development in order to enhance their skills for implementing digital learning into the curriculum more effectively and more frequently.

Person Responsible

Robin Valentino

Schedule

Semiannually, from 8/17/2015 to 6/9/2016

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Weekly lesson plans and classroom walk-thrus will be used to evaluate the successful implementation of this strategy. Successful implementation will produce increased student attendance, on-task behavior and decreased student referrals. Poor implementation will result in decreased attendance, increased classroom disruptions and student referrals. If poor results are observed, individual feedback based on the classroom observation will be provided to the classroom teacher.

Person Responsible

Robin Valentino

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Lesson Plans, classroom observations

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Meet with department chairs as well as conduct classroom observations and evaluate lesson plans to monitor the implementation of the strategy.

Person Responsible

Robin Valentino

Schedule

Quarterly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Lesson Plans, classroom observations

G2. In order to maintain a safe learning environment our goal is to reduce the incidents of illegal drugs/ contraband materials being introduced to the learning environment by 10%. 1

G071256

G2.B2 Accessibility to contraband materials 2

B185876

G2.B2.S1 Reduce items being carried through security by eliminating pencil pouches, and makeup bags from being allowed into the school building 4

S197284

Strategy Rationale

Eliminating excess items being carried into the school environment past security will reduce the number of places students can hide contraband materials thus reducing the opportunity for contraband materials to be introduced into the environment.

Action Step 1 5

Tighten security protocols and collect all unnecessary items at security prior to a student going through the metal detector to enter the school.

Person Responsible

Robin Valentino

Schedule

Daily, from 8/17/2015 to 6/9/2016

Evidence of Completion

Office referrals for contraband materials being discovered in the school environment

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Weekly observations of security procedures being enforced by school staff

Person Responsible

Robin Valentino

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Observations of staff at their morning duty stations

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Monthly staff meetings will be held to discuss the security protocols and any classroom incidents involving contraband materials.

Person Responsible

Robin Valentino

Schedule

Monthly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Student referral data

G3. Reduce incidents of bullying on campus by 10%. `1`

G071257

G3.B1 Culturally and socioeconomically diverse student population `2`

B185877

G3.B1.S1 Anti-bullying campaign poster contest through the use of artwork created by the students from each class as a competition to express thoughts and feelings regarding bullying from the perspective of both the bully and the bullied. `4`

S197285

Strategy Rationale

Helping students to express feelings in regard to bullying provides an opportunity and a platform to begin a discussion of the issues within a classroom or the school itself.

Action Step 1 `5`

Teachers organize the classroom poster contest and provide students materials and time to create end products.

Person Responsible

Robin Valentino

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Outcome of classroom discussions of the true nature of bullying in school and reduction in tension both in the classroom and school environment.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

PBS Team will work to hold poster contest quarterly.

Person Responsible

Robin Valentino

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data on incidents of bullying through office referrals

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Monthly staff meeting to discuss school climate and the effectiveness of poster contest in spreading awareness of bullying.

Person Responsible

Robin Valentino

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Office referral data

G4. Increase student achievement through improved attendance. 1

G071258

G4.B2 Family circumstances which may increase time out of school 2

B185880

G4.B2.S1 Increased communication with parents /guardians to offer assistance or support based on individual circumstances. 4

S197289

Strategy Rationale

Increasing communication with parents offers insight as to family circumstances that are impacting a student outside the classroom.

Action Step 1 5

Phone calls home for each absence. Open communication through the school's website and email. Monthly newsletter to parents. Offer parents/guardians referrals to community support organizations.

Person Responsible

Robin Valentino

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Daily attendance data, telephone log, emails, newsletters, community referral records.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Review of the attendance records and telephone log to ensure the calls are being made to the parents. Follow-up on parent emails and community referrals.

Person Responsible

Robin Valentino

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Completed telephone logs which match the daily absentee list. Guidance notes of community referrals and follow-up.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Parent feedback, on-going parent contact, emails, annual parental surveys.

Person Responsible

Robin Valentino

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Increased parental involvement and student attendance

G5. Increase the number of students reading at or above achievement level on FSA, and FCAT 2.0 by 5% `1`

🔍 G071259

G5.B2 Student's lack of motivation and engagement `2`

🔍 B185883

G5.B2.S1 Teachers will design instructional time in a format that addresses multiple learning styles. `4`

🔍 S197295

Strategy Rationale

Addressing multiple learning styles throughout the class period increases the likelihood that students will willingly engage in the learning process thus positively impacting student achievement.

Action Step 1 `5`

Classroom instruction will consist of chunking Instruction within a lesson to keep a quick pace and to address different learning styles. In this way, teachers will address the introverted and extroverted learners in the class, among other learning styles. The pace is quick, which helps with attention. The students have an opportunity to take in learning, discuss it and apply it many times in different ways. Students have opportunities to practice within small groups before they work independently.

Person Responsible

Robin Valentino

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, classroom walk-thrus and observations

Plan to Monitor Fidelity of Implementation of G5.B2.S1 `6`

Lesson plans and classroom walk-thrus

Person Responsible

Robin Valentino

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Notes from classroom walk-thrus

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 `7`

Weekly lesson plans and classroom walk-thrus will be used to evaluate the successful implementation of this strategy. Successful implementation will produce increased student attendance, on-task behavior and decreased student referrals. Poor implementation will result in decreased attendance, increased classroom disruptions and student referrals. If poor results are observed, individual feedback based on the classroom observation will be provided to the classroom teacher.

Person Responsible

Robin Valentino

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom observation notes and feedback

G6. Increase the number of students making satisfactory progress on the Algebra 1 and Geometry EOC by 5%. 1

🔑 G071260

G6.B1 The students enrolled in Algebra math classes are performing at a 6th grade math level. 2

🔑 B185885

G6.B1.S1 Teachers will provide instruction to introduce, demonstrate and allow students to practice various math skills based on the individual and class needs. 4

🔑 S197297

Strategy Rationale

Meeting students where they are mathematically helps to increase engagement and ultimately leads to increased student achievement.

Action Step 1 5

Classroom teachers will provide instruction to introduce, demonstrate and allow students to practice various math skills based on the individual and class needs.

Person Responsible

Robin Valentino

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Baseline and Midyear data, FCAT data, EOC results

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

At weekly/monthly department meetings, teachers will review their progress on providing instruction to introduce, demonstrate and allow students to practice various math skills based on the individual and class needs, and identify necessary adjustments in instruction warranted by the results.

Person Responsible

Robin Valentino

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Baseline and Midyear data, FCAT

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

Meet with department chairs as well as conduct classroom observations and evaluate lesson plans to monitor the implementation of the strategy.

Person Responsible

Robin Valentino

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Baseline and Midyear data, FCAT data, EOC results

G7. Improve the percentage of students achieving a passing scoring by 10% on the Writing Assessment. `1`

🔑 G071261

G7.B1 Students not taking time for planning to organize ideas surrounding topic and their lack of application in the practice of writing `2`

🔑 B185888

G7.B1.S2 Teachers will utilize higher order questioning and a variety of materials to address writing across the curriculum. `4`

🔑 S197304

Strategy Rationale

Incorporating high order questioning across the curriculum will increase rigor and positively impact student achievement.

Action Step 1 `5`

All classroom teachers will utilize higher order questioning and a variety of materials, such as writing graphic organizers, to address writing across the curriculum.

Person Responsible

Robin Valentino

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Baseline and Midyear data, FCAT data, EOC results

Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

At weekly/monthly department meetings, teachers will review their progress on utilizing higher order questioning and a variety of materials to address writing across the curriculum, and identify any necessary adjustments in instruction warranted by the results.

Person Responsible

Robin Valentino

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

Meet with department chairs as well as conduct classroom observations and evaluate lesson plans to monitor the implementation of the strategy.

Person Responsible

Robin Valentino

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson Plans, classroom observations, student attendance and student referral data, Baseline and Midyear data, FCAT data, EOC results

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Teachers will be provided with opportunities for professional development in order to enhance their skills for implementing digital learning into the curriculum more effectively and more frequently.	Valentino, Robin	8/17/2015	Lesson plans, classroom observations	6/9/2016 semiannually
G2.B2.S1.A1	Tighten security protocols and collect all unnecessary items at security prior to a student going through the metal detector to enter the school.	Valentino, Robin	8/17/2015	Office referrals for contraband materials being discovered in the school environment	6/9/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Teachers organize the classroom poster contest and provide students materials and time to create end products.	Valentino, Robin	8/24/2015	Outcome of classroom discussions of the true nature of bullying in school and reduction in tension both in the classroom and school environment.	6/9/2016 quarterly
G4.B2.S1.A1	Phone calls home for each absence. Open communication through the school's website and email. Monthly newsletter to parents. Offer parents/ guardians referrals to community support organizations.	Valentino, Robin	8/24/2015	Daily attendance data, telephone log, emails, newsletters, community referral records.	6/9/2016 daily
G5.B2.S1.A1	Classroom instruction will consist of chunking Instruction within a lesson to keep a quick pace and to address different learning styles. In this way, teachers will address the introverted and extroverted learners in the class, among other learning styles. The pace is quick, which helps with attention. The students have an opportunity to take in learning, discuss it and apply it many times in different ways. Students have opportunities to practice within small groups before they work independently.	Valentino, Robin	8/24/2015	Lesson plans, classroom walk-thrus and observations	6/9/2016 weekly
G6.B1.S1.A1	Classroom teachers will provide instruction to introduce, demonstrate and allow students to practice various math skills based on the individual and class needs.	Valentino, Robin	8/24/2015	Lesson plans, classroom observations, student attendance and student referral data, Baseline and Midyear data, FCAT data, EOC results	6/9/2016 daily
G7.B1.S2.A1	All classroom teachers will utilize higher order questioning and a variety of materials, such as writing graphic organizers, to address writing across the curriculum.	Valentino, Robin	8/24/2015	Lesson plans, classroom observations, student attendance and student referral data, Baseline and Midyear data, FCAT data, EOC results	6/9/2016 daily
G1.MA1	Lesson Plans, classroom observations data	Valentino, Robin	8/17/2015	Lesson Plans, classroom observations	6/9/2016 quarterly
G1.B3.S1.MA1	Meet with department chairs as well as conduct classroom observations and evaluate lesson plans to monitor the implementation of the strategy.	Valentino, Robin	8/17/2015	Lesson Plans, classroom observations	6/9/2016 quarterly
G1.B3.S1.MA1	Weekly lesson plans and classroom walk-thrus will be used to evaluate the successful implementation of this strategy. Successful implementation will produce increased student attendance, on-task behavior and decreased student referrals. Poor implementation will result in decreased attendance, increased classroom disruptions and student referrals. If poor results are observed, individual feedback based on the classroom observation will be provided to the classroom teacher.	Valentino, Robin	8/17/2015	Lesson Plans, classroom observations	6/9/2016 weekly
G2.MA1	Meet with department chairs as well as conduct classroom observations and morning duty observations to monitor the implementation of the strategy.	Valentino, Robin	8/17/2015	Student referral data	6/9/2016 quarterly
G2.B2.S1.MA1	Monthly staff meetings will be held to discuss the security protocols and any classroom incidents involving contraband materials.	Valentino, Robin	8/17/2015	Student referral data	6/9/2016 monthly
G2.B2.S1.MA1	Weekly observations of security procedures being enforced by school staff	Valentino, Robin	8/17/2015	Observations of staff at their morning duty stations	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	Meet with department chairs as well as conduct classroom observations and evaluate lesson plans to monitor the implementation of the strategy.	Valentino, Robin	8/24/2015	Lesson Plans, classroom observations, student attendance and student referral data	6/9/2016 quarterly
G3.B1.S1.MA1	Monthly staff meeting to discuss school climate and the effectiveness of poster contest in spreading awareness of bullying.	Valentino, Robin	8/24/2015	Office referral data	6/9/2016 monthly
G3.B1.S1.MA1	PBS Team will work to hold poster contest quarterly.	Valentino, Robin	8/24/2015	Data on incidents of bullying through office referrals	6/9/2016 quarterly
G4.MA1	The data will be reviewed. If the strategy is successful the plan will continue to be implemented with fidelity. If the results are questionable or poor, the strategy will be re-evaluated and adjusted accordingly.	Valentino, Robin	8/24/2015	Lesson plans, classroom observations, student attendance and student referral data.	6/9/2016 quarterly
G4.B2.S1.MA1	Parent feedback, on-going parent contact, emails, annual parental surveys.	Valentino, Robin	8/24/2015	Increased parental involvement and student attendance	6/9/2016 monthly
G4.B2.S1.MA1	Review of the attendance records and telephone log to ensure the calls are being made to the parents. Follow-up on parent emails and community referrals.	Valentino, Robin	8/24/2015	Completed telephone logs which match the daily absentee list. Guidance notes of community referrals and follow-up.	6/9/2016 weekly
G5.MA1	The data/evidence will be evaluated for the strategy's effectiveness. If the strategy proves to be successful, the plan will continue to be implemented with fidelity and monitored at regular intervals for continued positive results. Should the strategy provide results that are either questionable or poor, the strategy will be reevaluated, adjusted accordingly, or discontinued and replaced with a more effective strategy.	Valentino, Robin	8/24/2015	Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results	6/9/2016 quarterly
G5.B2.S1.MA1	Weekly lesson plans and classroom walk-thrus will be used to evaluate the successful implementation of this strategy. Successful implementation will produce increased student attendance, on-task behavior and decreased student referrals. Poor implementation will result in decreased attendance, increased classroom disruptions and student referrals. If poor results are observed, individual feedback based on the classroom observation will be provided to the classroom teacher.	Valentino, Robin	8/24/2015	Classroom observation notes and feedback	6/9/2016 weekly
G5.B2.S1.MA1	Lesson plans and classroom walk-thrus	Valentino, Robin	8/24/2015	Notes from classroom walk-thrus	6/9/2016 weekly
G6.MA1	The data/evidence will be evaluated for the strategy's effectiveness. If the strategy proves to be successful, the plan will continue to be implemented with fidelity and monitored at regular intervals for continued positive results. Should the strategy provide results that are either questionable or poor, the strategy will be reevaluated, adjusted accordingly, or discontinued and replaced with a more effective strategy.	Valentino, Robin	8/24/2015	Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results	6/9/2016 quarterly
G6.B1.S1.MA1	Meet with department chairs as well as conduct classroom observations and	Valentino, Robin	8/24/2015	Lesson plans, classroom observations, student attendance and student referral	6/9/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	evaluate lesson plans to monitor the implementation of the strategy.			data, Baseline and Midyear data, FCAT data, EOC results	
G6.B1.S1.MA1	At weekly/monthly department meetings, teachers will review their progress on providing instruction to introduce, demonstrate and allow students to practice various math skills based on the individual and class needs, and identify necessary adjustments in instruction warranted by the results.	Valentino, Robin	8/24/2015	Lesson plans, classroom observations, student attendance and student referral data, Baseline and Midyear data, FCAT	6/9/2016 monthly
G7.MA1	The data/evidence will be evaluated for the strategy's effectiveness. If the strategy proves to be successful, the plan will continue to be implemented with fidelity and monitored at regular intervals for continued positive results. Should the strategy provide results that are either questionable or poor, the strategy will be reevaluated, adjusted accordingly, or discontinued and replaced with a more effective strategy.	Valentino, Robin	8/24/2015	Lesson plans, classroom observations, student attendance and student referral data, Baseline and Midyear data, FCAT data, EOC results	6/9/2016 quarterly
G7.B1.S2.MA1	Meet with department chairs as well as conduct classroom observations and evaluate lesson plans to monitor the implementation of the strategy.	Valentino, Robin	8/24/2015	Lesson Plans, classroom observations, student attendance and student referral data, Baseline and Midyear data, FCAT data, EOC results	6/9/2016 quarterly
G7.B1.S2.MA1	At weekly/monthly department meetings, teachers will review their progress on utilizing higher order questioning and a variety of materials to address writing across the curriculum, and identify any necessary adjustments in instruction warranted by the results.	Valentino, Robin	8/24/2015	Lesson plans, classroom observations, student attendance and student referral data, Edusoft Baseline and Midyear data, FCAT data, EOC results	6/9/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase the amount of instructional technology being used in the classroom daily by 25%.

G1.B3 Limited teacher knowledge of technology resources

G1.B3.S1 All teachers will be provided with opportunities for in-house professional development in order to enhance their skills for implementing digital learning into the curriculum more effectively and more frequently.

PD Opportunity 1

Teachers will be provided with opportunities for professional development in order to enhance their skills for implementing digital learning into the curriculum more effectively and more frequently.

Facilitator

Faculty and staff of Alee Academy

Participants

Faculty and Staff of Alee Academy

Schedule

Semiannually, from 8/17/2015 to 6/9/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B3.S1.A1	Teachers will be provided with opportunities for professional development in order to enhance their skills for implementing digital learning into the curriculum more effectively and more frequently.	$0.00
2	G2.B2.S1.A1	Tighten security protocols and collect all unnecessary items at security prior to a student going through the metal detector to enter the school.	$0.00
3	G3.B1.S1.A1	Teachers organize the classroom poster contest and provide students materials and time to create end products.	$0.00
4	G4.B2.S1.A1	Phone calls home for each absence. Open communication through the school's website and email. Monthly newsletter to parents. Offer parents/guardians referrals to community support organizations.	$0.00
5	G5.B2.S1.A1	Classroom instruction will consist of chunking Instruction within a lesson to keep a quick pace and to address different learning styles. In this way, teachers will address the introverted and extroverted learners in the class, among other learning styles. The pace is quick, which helps with attention. The students have an opportunity to take in learning, discuss it and apply it many times in different ways. Students have opportunities to practice within small groups before they work independently.	$0.00
6	G6.B1.S1.A1	Classroom teachers will provide instruction to introduce, demonstrate and allow students to practice various math skills based on the individual and class needs.	$0.00
7	G7.B1.S2.A1	All classroom teachers will utilize higher order questioning and a variety of materials, such as writing graphic organizers, to address writing across the curriculum.	$0.00
		Total:	$0.00