Stellar Leadership Academy

2020-21 Schoolwide Improvement Plan

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Stellar Leadership Academy

7900 NW 27TH AVE # F20, Miami, FL 33147

www.lifeskillscenters.com

Demographics

Principal: Angel Chaisson Start Date for this Principal: 8/14/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	52%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](www.floridacims.org)

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	Yes	%

School Grades History

Year	**2012-13**	**2011-12**
Grade		

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Stellar Leadership Academy provides a quality, empowering and personalized educational choice options for at risk and under-served students in grades 9-12.

Provide the school's vision statement.

To educate, train and inspire our students in a learning environment that models the values of integrity, teamwork, perseverance and personal responsibility, and where respect is the foundation of productive relationships, such that each of our graduates possesses the knowledge and character to meet the challenges of learning, working and living in the 21st Century.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Kemp, Angela	Other	The Director of Curriculum and Compliance (DCC) and Intervention Specialist coordinates and facilitates the SST process and SST Intervention Plan. The DCC and Intervention Specialist will provide support to the principal to ensure that the instructional personnel successfully implements all RtI goals as it relates to student achievement, interventions, professional development, and all other school based decisions. The Exceptional Student Education (ESE) Coordinator, participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.
Young, Ashley	Dean	The Student Services Dean, will schedule and facilitate regular RTI and Literacy Team Meetings. He ensures that all members attend the meetings and follows up with progress monitoring of the action steps. He monitors the implementation of the schools RtI model which is used as a three-tiered approach to interventions in the areas of academics and behavior. He reviews data to determine appropriate interventions. In addition, he ensures that parents are provided sufficient information regarding the reading level of their child and makes recommendations for before / after school intervention sessions.
Chaisson, Angel	Principal	The principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI, conducts assessment of RTI skills of school staff ensures implementation of intervention support and documentation. The principal ensures adequate professional development to support RTI implementation and communicates with parents regarding school-based RTI plans and activities. The principal approves and allocate the resources as well as ensure that all SIP planning is completed and properly executed.
Davis, Ramone	Teacher, Career/ Technical	Implementing the career and technical education program, to enhance both academic and career and technical skills, which is consistent with state and district guidelines and in alignment with the school's mission and vision.
Ahern, Vicki	Teacher, ESE	The Exceptional Student Education (ESE) Teacher, participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Name	Title	Job Duties and Responsibilities
Wright, Shawanda	Registrar	The registrar / enrollment specialist will recruit and enroll students. They are responsible for inputting data and the initial start of the transition lab.

Demographic Information

Principal start date
Sunday 8/14/2011, Angel Chaisson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
7

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	52%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	

SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	0	0	0	0	0	0	0	0	0	7	74	97	93	271
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	18	64	68	152
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	79	79
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	6	0	2	79	87
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	2	2	0	4
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	6	1	27	60	94

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/18/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	15	56	84	43	198
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	8	21	47	22	98
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	15	56	84	43	198
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	8	21	47	22	98
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	59%	56%	0%	56%	53%
ELA Learning Gains	0%	54%	51%	0%	51%	49%
ELA Lowest 25th Percentile	0%	48%	42%	0%	45%	41%
Math Achievement	0%	54%	51%	0%	47%	49%
Math Learning Gains	0%	52%	48%	0%	47%	44%
Math Lowest 25th Percentile	0%	51%	45%	0%	45%	39%
Science Achievement	0%	68%	68%	0%	63%	65%
Social Studies Achievement	0%	76%	73%	0%	71%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	2%	55%	-53%	55%	-53%
	2018	6%	54%	-48%	53%	-47%
Same Grade Comparison		-4%				
Cohort Comparison						
10	2019	3%	53%	-50%	53%	-50%
	2018	0%	54%	-54%	53%	-53%
Same Grade Comparison		3%				
Cohort Comparison		-3%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	5%	68%	-63%	67%	-62%
2018	12%	65%	-53%	65%	-53%
Compare		-7%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	5%	71%	-66%	70%	-65%
2018	0%	67%	-67%	68%	-68%
Compare		5%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	63%	-63%	61%	-61%
2018	0%	59%	-59%	62%	-62%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	54%	-54%	57%	-57%
2018	0%	54%	-54%	56%	-56%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD										8	
ELL		14								23	
BLK		13								8	
HSP		29						7		24	
FRL		19			20			3		13	23

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

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

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	9
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	74
Total Components for the Federal Index	8
Percent Tested	73%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	8
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	12
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	4
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2

Hispanic Students	
Federal Index - Hispanic Students	12
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	10
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection

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

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

The data components that are showing the lowest performance are Algebra 1, Geometry, ELA/ Reading and U.S. History; in that order, based upon student performance data. Contributing factors to these areas' low performance is staffing. With the loss of instructors in several of these areas as well as staff to implement focused intervention plans, performance in these areas have declined, specifically in math and ELA/Reading.
Additionally, attendance has always been an area of concern, since the onset of the pandemic this area declined tremendously.

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

The component showing the greatest decline from 2019 to 2020, based on student performance data, is mathematics. There was a significant increase in EOC Algebra 1 scores reported in 2019; however, overall this area has declined significantly. Therefore, both ELA and math are both areas of concern and focus for targeted interventions.

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

There are several areas which require additional support, however, components with the greatest gap in comparison to the state average would be in proficiency on the state FSA ELA, EOC Algebra and Geometry assessments as well as student attendance averages overall.

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

Overall, off-cohort graduation has improved tremendously over the last couple of years. Stellar has implemented a detailed tracking plan of credits and graduation requirements. This plan incorporates frequent student advisement and monitoring of course completion to promote student engagement and graduation gains.
Another area of improvement has been student performance in Biology. It is through the targeted interventions implemented within the instruction in science classes that have impacted this area positively.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Student attendance data reflects an approximate attendance rate below 80% consistently. Chronic absenteeism, which is a contributing factor to the other area of concern, and off-cohort graduation are potential areas of concern. Inconsistent student attendance plague the at-risk population served at Stellar.

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

1. Improve overall engagement of students by decreasing the number of students who possess three or more EWS Indicators

2. Increase the percentage of off-cohort students graduating within at least a year of their identified cohort graduation date

3. Increase the number of students participating in required state assessments

4. Increase the number of students overall making learning gains on state mandated assessments, specifically FSA ELA, EOC Algebra 1 and EOC Biology

Part III: Planning for Improvement

Areas of Focus:

	#1. Instructional Practice specifically relating to Professional Learning
Area of Focus Description and Rationale:	The best way to raise student achievement is through professional learning. Students need effective teaching if they are to develop the higher order thinking skills they will need to overcome barriers to mastering state standards. The need for effective professional development for schools and teachers is critical. Research has shown that what distinguishes high performing, high poverty schools from lower performing schools is effective collaborative professional development for teachers. This area has been identified as an area of focus due to the change in instructional personnel.
Measurable Outcome:	Professional learning sessions will be implemented monthly focusing on research-based instructional strategies to support teacher growth as well as instructional delivery. The strategies which are the focus for professional learning will be grounded in data analysis, differentiated instruction as well as higher order thinking/depth of knowledge. Teacher evaluation scores will improve based upon student performance increasing, based upon student learning gains, due to the incorporation of professional learning.
Person responsible for monitoring outcome:	Angel Chaisson (937051@dadeschools.net)
Evidence-based Strategy:	1. Ongoing instruction for a significant duration of time. 2. Support for teachers during the implementation stage. 3. Active learning opportunities for teachers.
Rationale for Evidence-based Strategy:	1. Continual professional development gives teachers time to learn and implement new strategies. According to the report, studies have concluded that teachers may need as many as 50 hours of instruction, practice, and coaching before a new teaching strategy is mastered and implemented in class. 2. Research supports teachers take an average of 20 separate instances of practice to master a new skill, and this number may increase if the skill is exceptionally complex. Providing support addresses the challenges associated with changing a classroom practice. 3. Active learning activities help teachers decipher concepts, theories, and research-based practices in teaching, modeling the new practice has been shown to help teachers understand and apply a concept and remain open to adopting it.

Action Steps to Implement

1. Identification and focus on one or two instructional priorities — effective instructional practices in increments so that teachers have ample time to learn, refine, or improve instruction through implementation.

2. Organization of all available resources and personnel to help teachers implement these instructional priorities. Identifying the proper follow-up assistance so teachers are supported in this effort to implement newly learned instructional strategies.

3. Monitor and facilitate efforts to support the implementation of instructional priorities through training sessions, coaching, principal observation, staff and grade-level meetings, and evaluation systems.

4. Construct an environment of collaboration so that teachers can share, discuss, and monitor implementation, through peer observations and collaborative planning sessions. The use of teacher observations and student data will provide teachers with information about whether changes are influencing student achievement. Teachers will learn how to conduct related assessments, analyze, and interpret the data, and adapt their instruction in response to the data.

Person Responsible	Angela Kemp (akemp@stellarleadershipacademy.org)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Students with multiple absences have been a constant barrier to the school providing the targeted instruction this population needs. The overall attendance rate has been below a 80%, due to the pandemic, student truancy; family health or financial concerns, poor school climate, transportation problems, and differing community attitudes towards education are among the conditions that are often associated with the students' frequent absence from school.
Measurable Outcome:	Students with chronic absenteeism will decrease significantly over the next five years. Moreover, student attendance rate will increase at a rate of 5% annually and will be projected to be above 90% within 5 years.
Person responsible for monitoring outcome:	Angela Kemp (akemp@stellarleadershipacademy.org)
Evidence-based Strategy:	Focus on engaging students in learning and instruction to meet any serious and longstanding attendance goals through the creation of a positive school environment and improve the home-school relationship.
Rationale for Evidence-based Strategy:	In order for students to learn and achieve their fullest potential, it is critical that they are in school and engaged in the learning process. Research shows that student absences impact a child's ability to succeed in school. In addition, there is evidence that chronic absenteeism from school is a primary cause of low academic achievement and a powerful predictor of a student's risk of dropping out of school. To support the school's efforts to combat chronic absenteeism the schools has outlined proactive ideas and strategies to engage educators, families and the community in an effort to improve student attendance. Engaging families and creating a positive school climate are two key strategies for improving attendance.

Action Steps to Implement

1. Nurture a culture of attendance
Set a measurable goal for improved attendance. Explain the importance of attendance to the entire school community. Communicate your school's progress toward your attendance and celebrate successes throughout the year. Track daily attendance, tardies, and student engagement in one central, secure location with a tool that helps you can quickly see how these data points impact student behavior.
2. Catch problems early
Form an attendance review team to regularly monitor attendance data and communicate with parents about issues as they arise. Designate absences as an indicator in your early warning system. Use data to identify which students are at risk, so you can intervene before isolated absences becomes chronic absenteeism.
3. Create a more positive school culture and a focus on engaging instruction
Evaluate and address your students' engagement in learning — sustainable and significant attendance growth depends on it. Provide teachers and school leaders with multiple levels of support to help students stay more engaged and act positively. Help students achieve positive social and emotional character development, while reinforcing the behaviors that make up your ideal school culture.
Use goal-based incentives and rewards to motivate attendance and positive student behaviors

Person Responsible	Shawanda Wright (swright@stellarleadershipacademy.org)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Improvement of writing skills across the core subject areas and curriculum. Focus on understanding of information and deeper elaboration of key concepts; promotion of writing as a technique to learn content.
Measurable Outcome:	Students will demonstrate overall improved performance in ELA/Reading, Biology and US History. Students will increase proficiency by 10% on FSA ELA as well as on EOCs in Biology and US History.
Person responsible for monitoring outcome:	Angela Kemp (akemp@stellarleadershipacademy.org)
Evidence-based Strategy:	Students will be receiving small group instruction to teach strategies in their weakest reporting category and identify key terms and academic vocabulary.
Rationale for Evidence-based Strategy:	Students will encouraged to take ownership of their learning through implementation of instructional strategies. Explicit instruction on vocabulary and its connection to writing, will be infused within lesson plans.

Action Steps to Implement

1. Connect the Writing Skills to subject area content, by incorporating explicit grammar and writing instruction and requiring adherence in all writing across the curriculum activities.
2. Hold students accountable for use of proper writing skills in daily writing activities in all subject areas
3. Incorporate instruction on writing skills, concepts, strategies, and techniques across the curriculum
4. Use the Reading/Writing Connection and Literary Analysis to Teach Writing
5. Use the Subject Content / Writing Connection to Teach Writing
6. Foster Student Ownership of Writing: Through use of rubrics, checklists, and practice resources

Person Responsible	Ashley Young (ayoung@stellarleadershipacademy.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Stellar Leadership Academy will be implementing a incentive program for students who complete courses before or within the assigned timeline, whose weekly attendance is 70% or above, who participates regularly (70% or above attendance) in intervention/tutoring sessions for preparation, and who increases their overall GPA by nine-week period.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Stellar Leadership Academy believes that building positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students are a critical aspect of school improvement, success and sustainability.
The collaborative efforts of these individuals through the foundation of positive relationships offers building support for on-going success, develops advocates for improved academic and behavioral program outcomes, fosters the promoting of understanding the mission of the school, creates sharing the vision and passion for student success, and personally taking stake in the performance of the school, faculty and staff, and its students.
Together, the school's external stakeholders offer a myriad of ways in which to be a positive force for helping achieve improved outcomes for all students and sustain them over time.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		120-Classroom Teachers	7015 - Stellar Leadership Academy	Title, I Part A		$1,000.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance				$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		120-Classroom Teachers	7015 - Stellar Leadership Academy	School Improvement Funds		$700.00
3	III.A.	Areas of Focus: Instructional Practice: ELA				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		120-Classroom Teachers	7015 - Stellar Leadership Academy	School Improvement Funds		$500.00

	Total:	**$2,200.00**