Alee Academy Charter School

2022-23 Schoolwide Improvement Plan

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Alee Academy Charter School

1705 E COUNTY ROAD 44, Eustis, FL 32736

http://www.aleeacademy.org

Demographics

Principal: Cindy Emerick

Start Date for this Principal: 7/17/2021

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	Yes	65%

School Grades History

Year

Grade

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The purpose of Alee Academy is to provide at-risk and former dropout students the opportunity to complete their high school course work, develop vocational skills, gain employment, and earn a high school diploma. Along with earning a traditional standard diploma or accelerated diploma, we offer grade forgiveness/grade recovery options and the Performance Based Diploma Option as 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 their individual needs and assist in successfully completing their high school career and positively impacting the community/work place.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Emerick, Cindy	Director	One of the most important duties of the Director is to ensure a safe and secure learning environment for the students and staff of Alee Academy. Additionally, the School Director is responsible for maintaining a highly qualified instructional staff, complying with all state and local educational laws, while ensuring the students of Alee Academy are achieving at their highest potential. The Director is also responsible for providing a rigorous curriculum and seeking the latest in professional development opportunities for the instructional staff. The Director of Alee Academy is responsible for making sound decisions to maintain fiscal responsibility. The Director must keep accurate records for all programs, grants, as well as all human resource documents.
Burnett, Stephanie	Administrative Dean	The Administrative Dean assists the Director in maintaining a safe and secure learning environment for the students and staff. The Administrative Dean is also responsible for monitoring student achievement and providing support to all instructional personnel. In addition to these responsibilities, the Administrative Dean supports student discipline, ensures compliance with educational laws, and is the Director's designee for all administrative responsibilities in the Director's absence.
Watt, Michael		The responsibility of the Dean at Alee Academy is to ensure the safety and security of the students, staff, and school as a whole. The Dean is responsible for student discipline and compliance with all educational laws.
Clemence, Amy	Potential Specialist	The Potential Specialist will be working directly with students to improve academic achievement in reading. The Potential Specialist will monitor students progress and the MTSS process at Alee Academy while assisting the Intensive Reading teacher to ensure students are making academic gains. This position is responsible for disaggregating data and sharing it with the faculty to improve instructional delivery.
Boling, Darlene		The ESE School Specialist is responsible for maintaining student files and ensure compliance with all federal education laws pertaining to students with disabilities. The ESE School Specialist also provides support facilitation to SWD as required per student individual education plans. The ESE School Specialist is responsible for maintaining effective communication with teachers, administration, and parents regarding SWD.

Demographic Information

Principal start date
Saturday 7/17/2021, Cindy Emerick

Number of teachers with a 2022 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.*
0

Number of teachers with a 2022 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.*

4

Total number of teacher positions allocated to the school

9

Total number of students enrolled at the school

225

Identify the number of instructional staff who left the school during the 2021-22 school year.

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	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	24	30	38	41	133
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	22	56	17	0	95
One or more suspensions	0	0	0	0	0	0	0	0	0	31	41	51	52	175
Course failure in ELA	0	0	0	0	0	0	0	0	0	13	13	21	13	60
Course failure in Math	0	0	0	0	0	0	0	0	0	11	33	40	29	113
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	14	24	8	7	53
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	3	18	15	7	43
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	14	24	8	7	53

Using the table above, complete the table below with the number of students by current grade level who have 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	25	60	14	2	101

Using current year data, complete the table below with the number of students identified as being "retained.":

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	25	58	27	110
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	1	0	2

Date this data was collected or last updated

Thursday 5/26/2022

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	7	42	79	40	168
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	4	33	65	25	127
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	25	32	15	74
Course failure in Math	0	0	0	0	0	0	0	0	0	0	5	25	16	46
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	8	22	7	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	8	6	0	14
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	1	24	2	27

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	39	71	38	154

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	14	31	8	53
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	8	2	11

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	7	42	79	40	168
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	4	33	65	25	127
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	25	32	15	74
Course failure in Math	0	0	0	0	0	0	0	0	0	0	5	25	16	46
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	8	22	7	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	8	6	0	14
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	1	24	2	27

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	39	71	38	154

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	14	31	8	53
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	8	2	11

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		45%	51%					50%	56%
ELA Learning Gains								46%	51%
ELA Lowest 25th Percentile								33%	42%
Math Achievement		33%	38%					44%	51%
Math Learning Gains								45%	48%
Math Lowest 25th Percentile								36%	45%
Science Achievement		38%	40%					68%	68%
Social Studies Achievement		41%	48%					69%	73%

Grade Level Data Review - State Assessments
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

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
2022					
2019	9%	66%	-57%	67%	-58%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	27%	67%	-40%	70%	-43%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	52%	-52%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	3%	49%	-46%	57%	-54%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD											
BLK										20	
HSP										27	
WHT										22	20
FRL										20	5
2021 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 2019-20	C & C Accel 2019-20
SWD										12	
BLK										24	
HSP										14	
WHT										24	
FRL										18	8
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										6	
BLK										10	
HSP										8	
WHT										14	
FRL										9	

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	18
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	35
Total Components for the Federal Index	2
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	0

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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	20
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
Hispanic Students	
Federal Index - Hispanic Students	27
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	3
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	21
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	3
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	13
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We see that a correlation exists between attendance and achievement in both reading and math areas.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our greatest need for improvement is foundational skills in academic writing and reading.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors to this area needing the most improvement are the lack of foundation in our population's academic background. Our student population has many learning gaps due to factors like attendance and discipline. New actions that we are implementing include hiring a Potential Specialist that will handle credit recovery and MTSS, along with facilitating intensive reading small groups to build reading foundations.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Unfortunately, the State Assessment Data is inconclusive. While most students tested, many received an NR therefore; identifying improvement based on State Assessment Data cannot be determined.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Improvements are difficult to identify with such low numbers of testers.

We implemented our Attendance Incentive plan in hopes that our students will attend school on a more regular and consistent basis. We are hoping that having the students attend school each day will provide them with a greater learning opportunity.

What strategies will need to be implemented in order to accelerate learning?

We are implementing an incentive to recognize regular and consistent attendance. We are also providing support push-in with our Potential Specialist in our Intensive Reading classroom, which will allow for us to track data more effectively.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development will be provided to all teachers using TEACH ME US. This online professional development program provides various professional development opportunities which can be completed as a whole group on campus or by individual teachers. Courses will be assigned to instructional personnel if/when leadership has observed instructional delivery that needs improvement.

Professional development will also be provided to our instructional personnel to increase data analysis in order to aid teachers in adjusting their instructional delivery.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The introduction of the Potential Specialist/MTSS Coordinator will allow for ongoing data analysis provided . The Potential Specialist will offer instructional support to all teachers with push-in support facilitation to our students.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Attendance

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Last year 27% of our student population had excused or unexcused absences. Our goal this year is to improve our attendance by 5%. Students who attend school regularly are able to learn more, have fewer discipline problems, develop better study habits and often are more successful than students who do not.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By focusing on attendance, we expect to improve our school's attendance rate by 5% from last year's 27% absentee rate. This will help promote increases in student proficiency in all core content areas therefore leading to an increase in our graduation rate for the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will monitor attendance by implementing: monthly attendance bingo, conferences with students and parents creating a contract who have three unexcused absences, and providing extra support staff for students who need help with challenging and engaging curriculum.
Person responsible for monitoring outcome:	Cindy Emerick (emerickc@aleeacademy.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	To make sure our attendance rate improves, we will remain consistent in applying our attendance bingo rewards, along with communication with parents after three absences to identify barriers and reasons for absences.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	It is important for us to track our attendance rate because our students are more likely to succeed in academics when they attend school consistently. It's difficult for students to build their skills and progress if they are frequently absent. Consistently keeping up with our students attendance will also help improve our graduation rate from 22% last year.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Daily monitoring and recording students attendance by the School Attendance Clerk. The attendance clerk will place phone calls to parents/guardians of students that have consistent absents of more than 3 consecutive absences. The attendance clerk will keep a contact log and share the information with the Director every Friday.

Person Responsible	Cindy Emerick (emerickc@aleeacademy.org)

Students meeting the daily attendance requirement will be recognized weekly. This will be achieved using Attendance Bingo as our positive behavior system of support. Students will be given a sticker for their BINGO card at the end of each day they are present. This will happen at the conclusion of each school

day. Students that have a sticker on each day of the week will receive a special treat at the end of the week.

Person Responsible   Cindy Emerick (emerickc@aleeacademy.org)

#2. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This area was identified as a critical need after reviewing our 2021-2022 graduation data which was 22%.. Our goal is to increase our graduation rate by 10% by increasing students' access to standards-aligned instruction and effective teaching strategies. We will increase student proficiency in core content areas by increasing teachers' capacity to prepare and deliver standards-based instruction and in doing so we will increase the number of effective or highly effective teachers. There will be a focus on differentiated instruction that aligns to course standards. This will ensure students practice and apply skills and information in new ways with timely, specific feedback from teachers which will increase student proficiency and graduation rates.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By focusing on this area, we expect to see increases in student proficiency in all core content areas thus, an increase in our graduation rate for the 2022-2023 school year. Our goal is to increase the graduation rate by 10%. We expect to see teacher capacity increase as evidenced by growth shown in teacher evaluation data and administrative walkthroughs.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will conduct weekly walkthroughs where our focus will be on observation of instruction and independent student learning. Administration will also sit in on collaborative planning sessions and provide specific feedback as necessary. Our Administrative Dean will have quarterly credit audits with all seniors to ensure students continue to be on track for graduation.
Person responsible for monitoring outcome:	Cindy Emerick (emerickc@aleeacademy.org)
Evidence-based Strategy: Describe the evidence-based strategy being	Teacher capacity will be an area of focus to ensure differentiation and standards-based instruction is being used with fidelity in all classrooms. Our Mental Health Liaison will implement a "tag-out" program where teachers will have the opportunity during the school day for colleague observation, collaborative planning, and professional development. Teachers will also have weekly Friday planning sessions to focus on instructional practices, examine student work and data, improve pedagogy, and create standards-based lessons, remediation, and acceleration. This will also be a time for MTSS, 504, and ESE data chats with the leadership team. We will utilize a Check in/Check out system that

implemented for this Area of Focus.	provides a structure for students to receive positive, individual contact, feedback, and support for graduation planning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Through the effective use of our strategies we should see an increase in student achievement specifically targeting our seniors thus, increasing our graduation rate.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide teachers time for colleague observation, collaboration, professional development.

Person Responsible	Cindy Emerick (emerickc@aleeacademy.org)

"Tag-Out" program.

Person Responsible	Stephanie Burnett (burnetts@aleeacademy.org)

MTSS/504 data chats

Person Responsible	Amy Clemence (clemencea@aleeacademy.org)

ESE data chats

Person Responsible	Darlene Boling (bolingd@aleeaccademy.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

In 2022-2023, Alee Academy is committed to strengthening our positive school culture and environment. To ensure that our students receive a quality education, the first step is to maintain a clean and safe campus. This is important so the students develop a sense of pride. Our second step is to ensure our faculty and staff are trustworthy, honest, compassionate, and committed to educating our students. Thirdly, all instructional personnel are highly qualified or working towards professional certifications in their specific subject area.

Alee Academy believes all of the previously stated items are vital in establishing a positive school culture and learning environment. However, additionally, the school believes as educators, it is imperative to teach character education. All employees participate in character building exercises and social emotional learning during our last class period of each school day. Also during this time our faculty and staff ensure that our students learn how to work as a team, develop life skills, coping skills, and receive mental health education from our school based mental health liaison and licensed social workers or psychologists.

We reward students for their academic progress, attendance, and character development. Students not only receive school wide recognition and congratulations from their teachers and peers, but they may invited to go on field trips, enjoy lunch at a local restaurant, or possibly receive gift cards to local businesses.

Students are assured they will have a safe environment in which to learn because of Behavior Threat Assessments and monthly safety and security meetings. These meetings are held without fail to ensure our students receive all services they are eligible to receive.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The stakeholders that are involved in promoting our positive school culture and learning environment include the school family, i.e., charter school leaders, teachers, bus drivers, and support staff, students and parents, and school district employees. Other stakeholders include local restaurants, stores, political leaders, licensed social workers, local law enforcement agencies, and first responders. Each of these stakeholders are responsible for assuring our students are receiving the kind of education they deserve. both inside and outside of the classroom setting.