

Sumter Alternatives



2015-16 School Improvement Plan

Sumter Alternatives

709 N WEST ST, Bushnell, FL 33513

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	88%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	50%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Sumter 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	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Sumter Alternatives School is to teach academics and build character. Our mission is to establish a culture that fosters a safe learning environment for all levels of learners, provide instructional leadership for classroom instruction, and build positive relationships with all stakeholders.

Provide the school's vision statement

"Teaching Academics, Building Character."

School Environment

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

Students are recommended for placement at Sumter Alternatives for academic placement to progress towards meeting graduation requirements or alternative placement for discipline infractions. Sumter Alternatives School receives an academic at risk matrix that outlines the risk factors of all students who are academically placed at Sumter Alternatives. The school receives discipline, attendance, academic, and behavior patterns of all students who are placed for discipline infractions. This information is used by the faculty and staff to create individual educational and behavioral plans for students. In addition, teachers are assigned to grade level cohort groups. The purpose of the cohort groups are to access and evaluate information, conduct routine meetings with students and communicate with parents and/or guardians. In addition, the Sumter Virtual School is managed by the Sumter Alternatives administrators. This is a voluntary instructional program where students complete their school instruction virtually. Sumter Virtual School is a school of choice that provides students with many options and opportunities. This program is available for students in K-12, full-time, part-time and also as part of a blended learning model at several schools throughout the district.

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

Students of Sumter Alternatives are required to pass a safety check-in before the start of each school day. They are scanned with a metal detector, checked for contraband, and must meet the dress code policy before entering the campus. During the school day all faculty and staff are assigned supervision areas during class transition, surveillance cameras are monitored by staff each period, and students are encouraged to report concerns to administration who are accessible, approachable, and visible. After school students are required to follow a daily routine for dismissal to buses, all faculty and staff are assigned a supervision area, and students must be in dress code before they are allowed to get onto the bus. Students have assigned seats on the bus, the buses are equipped with video surveillance and the school has a direct communication line to the buses via transmission radios.

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

Sumter Alternatives subscribes to the Positive Support Behavior System. We have defined our school-wide expectations and rules for the classroom, sidewalk, restrooms, front office, cafeteria and buses. All classrooms are planning, implementing, evaluating and monitoring the same school-wide expectations and rules. It is consistent and pervasive. Discipline infractions are defined thru a level system school-wide from Level I (minor) to Level IV (major). Consequences are decided based on the level of the infraction. Faculty members participate in professional development opportunities with behavioral focus areas based on discipline data. Short forms are recorded in the Rtl:B data base and long forms are recorded in the Skyward database, this information is shared with the faculty and used to make decisions and put additional interventions in place.

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

Sumter Alternatives School meets the social and emotional needs of students through weekly counseling with Lifestream Behavior Center's Potentials counseling, a district behavioral specialist, routine guidance counselor sessions, and chats with the Principal. Students will be assigned to mentors from the Federal Corrections Campus Coleman's education department, through the Pens or Pencils (POP) program. The campus also has a HELP box that is available to students, allowing them to anonymously report that either themselves or a friend is being bothered. This box is checked twice a day by the administration and the forms are read and addressed through several different methods. The forms have also been provided to all of the students to carry in their binders, allowing them another way to anonymously report any act of bothering.

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

Daily attendance is recorded by all teachers each period, checked for accuracy by the data entry clerk and monitored by the assistant principal. An automated phone message system has been established to call the home of all students recorded for being absent from school. Child study team meetings are scheduled for all students who have accrued five or more unexcused absence from school. When a student has accrued over seven (7) absences they are referred to Youth and Family Alternatives (YFA) for further monitoring and interventions. Discipline infractions are monitored thru the Rtl:B database for minor infractions and the Skyward database for major infractions, and the use of Multi-Tiered Support System (MTSS) to incorporate interventions into each individual student's plan, allowing for many of the students to acquire a Functional Behavior Assessment (FuBA) and a Behavior Intervention Plan (BIP). The Rtl:B program allows the school to monitor discipline through the use of graphs, determining the areas where the discipline occurred, as well as the time and type. This type of data allows the school to monitor these areas and adjust the supervision and interventions as needed. This discipline data is shared with the faculty every 4 weeks. The MTSS program provides individual interventions based on individual student data and needs. Routine fidelity checks are conducted to measure the effectiveness of the interventions. Students are enrolled in remediation courses due to failures of core courses through the Gradpoint program, a Sumter Virtual School initiative that allows students to complete the programs virtually for credit recovery. Level 1 students are assessed every four and a half weeks to assess progress of tested standards, this is completed through various virtual programs to include Discovery Education Assessments (DEA), Succesmaker and Achieve 3000. Students in the MTSS program are assigned to either Tier 2 or Tier 3, each one providing the student with individualized intensive interventions to assist in monitoring their progress.

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
	6	7	8	9	10	11	12		
Attendance below 90 percent	2	6	2	3	0	3	1	17	
One or more suspensions	5	12	7	10	3	0	0	37	
Course failure in ELA or Math	3	3	1	3	2	1	0	13	
Level 1 on statewide assessment	4	14	7	9	6	4	3	47	
	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 identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level								Total
	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	5	14	7	12	6	4	3	51	

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

All teachers are trained to use Learning Focused Strategies which incorporates instructional strategies for improving academic performance. Additionally, every teacher uses an activating strategy for all student content which engages students at the start of the lesson. Then teachers are trained to observe and assess student progress and make adjustments according to the feedback. Appropriate instructional feedback is given at all junctures of the lessons. Finally, students are assessed for learning at the conclusion of all lessons and assignments. Teachers use a campus wide, uniform lesson board, each board contains the agenda, lesson essential question (LEQ), vocabulary, bellringer and Exit ticket. The boards are set up the same across the campus to allow the students to easily identify what is required during each class period. Teachers use daily Exit tickets to assist students with summarizing the idea of the daily lesson and to also allow for teachers to check for understanding of the subject matter. Reading and Writing has been initiated across all content areas to ensure that students are seeing this focal point throughout the day. Also we have initiated school wide binders, all students are issued a binder when they arrive at Sumter Alternatives school, this binder is used to keep all of their papers and school work orderly. Teachers conduct binder checks weekly to ensure that students are keeping up with their materials and to assist with their organization skills. Homework is issued at least four times a quarter in each class, the students are provided with a clear sleeve to take their homework and materials back and forth to school, this is preparing the students for their return to their home school environment and teaching them responsibility.

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

All parents of Sumter Alternatives School attend a mandatory orientation conducted by the assistant principal, guidance counselor and front office clerk. The school-wide expectations and rules are communicated during orientation. The parents receive academic and behavior information pertaining to their child. The school's mission and vision are clearly articulated during orientation. Parents are contacted when their child receives a discipline referral and if a suspension results from the referral parents are required to have a meeting with the principal or assistant principal before the student can return to classes. Teachers call parents during each four week progress report and nine week grading period to inform parents of their child's progress. Teachers call parents weekly to communicate positive behavior cards that their child received for positive behaviors that align with the school wide expectations and rules. Parents are invited to join in two Positive Behavior Support (PBS) Parent Days, during these days parents are invited to join us in the morning for our PBS celebration, or during our lunch at Sonny's that day or to come and participate in our clubs during the afternoon, we will have one celebration in October, and one in April. PBS Parent Days allow our parents the opportunity to participate and see what our PBS program is all about. We will also be teaming up with our students that participate in our Sumter Leadership Academy. Sumter Leadership Academy is an afterschool program, funded through the 21st CCLC grant that allows our students to focus on increasing their academic achievements, while learning employability skills. Students attend Monday through Thursday and will be showing off some of their work at the PBS Parent Days. Parents are also invited to join us twice a year for our PBS Celebration Luncheon, these occur in December and May, at these celebrations we recognize the students that are most improved, have the most green cards, perfect attendance and honor roll. The parents are invited to participate in a luncheon, catered by Sonny's and hear all of the positive things that their student has accomplished throughout the semester.

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

Sumter Alternatives School collaborates with Sonny's "Kids with Character" program to recognize six students bi-weekly who are demonstrating positive behaviors that align with the school-wide expectations and rules. Sumter Alternatives School recognizes students every Friday with positive behavior cards. In addition, students who received a positive behavior card are put in a drawing for a chance to go to Sonny's Real Pit Bar-B-Q for lunch to celebrate their positive behaviors. Students receive recognition for being respectable, accountable, attentive, active, and positive. In addition, Sumter Alternative School has partnered up with many community resources to include, Youth and Family Alternatives, Lifestream Behavior Counseling, Teen Court, Department of Juvenile Justice, Coleman Federal Corrections, POP program, Career Source, 21st CCLC grant, and the Salvation Army. These organizations have come together to assist the school with many resources to include mentoring, counseling, school clothes and school supplies.

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
Presley, James	Principal
Haugabrook, Kenesha	Teacher, K-12
Gordon, Lorraine	Guidance Counselor
Haines, Jennifer	Assistant Principal

Duties

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

The school leadership team consists of the principal, assistant principal and guidance counselor. The role of each member is to establish and maintain an effective learning climate, schedule classes within established guides to meet student needs, and supervise the guidance program to enhance individual student education and development.

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

Resources are allocated to assist students with meeting all state requirements for promotion and graduation. The leadership team builds the master schedule to meet the academic needs of all students. The principal is responsible for supervising the instructional staff in the development and implementation of curriculum and student activities, conduct staff meetings to keep members informed of policy changes, new programs, and the like, and prepare and submit the school's budgetary requests and monitor expenditures of funds. This year Sumter Alternatives was allocated 2 additional units, with this allocation we ensured that all classrooms were provided with the appropriate technology to assist with student learning. This included 2 phones, 2 printers, 2 LCD projectors, 2 screens, 2 computer carts and 2 additional computer tables. In addition the school is also being provided a laptop cart with 22 mini laptops to be used throughout the campus and the addition of a lab manager and an additional computer lab. The addition of the Sumter Virtual School to the campus allowed for additional technology to be incorporated throughout the classrooms, to include the use of Sumter Virtual classes to enhance the learning of all students. Sumter Virtual School also provided a full-time virtual teacher and a virtual/testing lab that allows for virtual student orientation and online tutoring sessions. All teachers were provided with beginning virtual training and technology training and additional trainings are scheduled throughout the year to enhance the student learning environment.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kenesha Haugabrook	Teacher
Edward Napoleon	Teacher
Javier Albarran	Parent
Brenda Crawford	Parent
Erika Gordon	Parent
Jennifer Hoover	Parent
Shirley Johnson	Business/Community
Trakema Thompson	Parent
Stephanie Williams	Student
Pamela Johnson	Teacher
Charles Dorn	Education Support Employee
Edward Napoleon	Teacher
Harlan Thrailkill	Teacher

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 School Advisory Council (SAC) is a resource for the principal, teachers, parents, and students of the school. Its function is to develop and oversee the implementation of a School Improvement Plan that will serve as a framework for the school improvement. The School Advisory Council evaluates and approves the School Improvement Plan prior to the school board's review and approval.

Development of this school improvement plan

The School Advisory Council enlist, promote and support greater interaction between the school and community. The primary function of the SAC is to provide all of the stakeholders an opportunity to be active participants in the assessment of needs, development of priorities, and identification and use of resources based on analysis of multiple sources of available school data.

Preparation of the school's annual budget and plan

The School Advisory Council provide input in matters concerning disbursement of school improvement funds and other monies related to school improvement, and to ensure that such expenditures are consistent with the School Improvement Plan. After the SAC has voted to approve an expenditure of school improvement funds by an entity or person, that person/entity has a period of time to use those funds and seek payment from the SAC. If the funds were not expended by that deadline, the funds will be considered as having reverted back to the general SAC funds available for reallocation.

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

New technology, classroom supplies for teachers and students, and clothes for student dress code compliance.

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
Haugabrook, Kenesha	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Sumter Alternatives School has established a professional learning community designed to assist students with becoming proficient in Reading and English Language Arts standards. This professional learning community will meet bi-weekly to plan, implement, evaluate and monitor instructional strategies designed to promote literacy. The professional learning community will also conduct mini trainings with other content area teachers to establish collaboration among other teachers that promote literacy.

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

Sumter Alternative School incorporates regular faculty meetings and trainings. Teachers are also responsible for collaborating to create and implement the school wide expectations and rules for the classroom, sidewalk, cafeteria and restrooms. All teachers are utilizing literacy and writing skills across the content areas, this includes an inclusion model as well as a self-contained model. Sumter Alternatives utilizes a blended model in the high school math classroom that allows for multiple math subjects to be taught simultaneously. The students access their work virtually through various programs, such as, Gradpoint and Sumter Virtual School, but also have the advantage of having a teacher available to answer questions and work in small groups with the students. We also use a blended model for all of our social studies classes that allows the students to utilize the Gradpoint program to enhance the direct instruction that is being provided by the teacher. Our teachers are also provided with additional planning sessions during early release days, because of the multiple preps and multiple grade levels teachers are allotted additional time for prep. The teachers are also provided with a time during 7th period on Fridays where they can collaborate and meet for professional learning communities. Teachers also have collaborative planning daily to encourage the reading and writing across the content area initiative as well as, other areas of concern.

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

Sumter Alternatives School utilizes the website teachertoteacher.com, district recruitment trips to colleges and universities, and the archives of the online applications of Sumter County Schools to recruit teachers. All new teachers are assigned to a peer mentor who supports the new teacher in areas outlined by the career support checklist. Teachers attend professional development opportunities which provide them with strategies to develop as an effective teacher. Many of these trainings include CPI, Learning Focused Strategies, Date Based Questioning and the use of Edtraining.com, PD360.com and SimpleK12 to assist with achieving any professional development that a teacher may need.

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

All new teachers to the Sumter School District with one or more years of experience while certified in or out of the state of Florida is responsible for demonstrating accountability. This is to be accomplished through the career support checklist that involves self-study and support of an assigned grade level or department leader to learn policies, procedures, rules, guidelines, and expectations related to high quality job performance. Each nine weeks the mentor establishes expectations for the current nine weeks, observe the teacher during the nine weeks, meet with the teacher during the nine weeks, complete discussion logs, review evidence, identify areas of focus and provide mentor support during the nine weeks. Teachers who are new to Sumter County but have teaching experience are assigned a "buddy" to assist with school and district initiatives. This "buddy" assist the teacher throughout the first semester, helping them to get acclimated to their new position.

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

All instructional staff of Sumter Alternatives schools review and utilize CPALMS to set instructional outcomes and design coherent instruction. Daily walkthroughs are conducted by the principal to collect evidence of standards based instruction and assessment. Walkthrough data is share with teachers to reinforce or redirect the alignment of instruction and assessment to the Florida standards. The Sumter Virtual School administrator conducts weekly walkthroughs of the teacher announcement pages to ensure that all items are aligned with the program. Also weekly reports are pulled in regards to student progression in the program, calls logged and completion rates of classes.

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

Sumter Alternative School uses Performance Matters to access and evaluate student data. Discovery Education Assessments are used to regularly assess student progress as it relates to state aligned district curriculum maps. Sumter Alternatives prepares remedial lessons, re-teaching strategies and scaffolding to address deficient areas. Teachers reteach and address concepts across contents whenever a pattern of deficiency is identified among multiple students. Teachers utilize various virtual programs to assist with targeting specified areas for each student these include, Successmaker, Achieve 3000, Sumter Virtual School classes and Gradpoint.

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: Extended School Day

Minutes added to school year:

Through the 21st CCLC grant we are able to provide our 11th and 12th grade students the opportunity to receive additional instruction in Reading, Math and Science. We are also able to provide them with the opportunity to learn employability skills to assist them after graduation.

Strategy Rationale

If students are provided with additional small group instruction in the core academic areas they will understand and excel in these areas. Also if provided the knowledge of employability skills students will be able to apply and achieve desired employment. These skills include resume writing, how to dress for success, and interview skills.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Haines, Jennifer, jennifer.haines@sumter.k12.fl.us

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

The students Discovery Education Assessments will be used to determine the effectiveness of the additional time after school. Also we will use student grades and achieve towards graduation requirements.

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

%% percent of the student who are enrolled at Sumter Alternatives are referred for receiving discipline infractions at their home school. Therefore, Sumter Alternatives employs a school-wide behavior management plan to assist students with strategies that can be used to improve behaviors when they transition back to their home schools. The school-wide behavior management plan is consistent and pervasive, and supported by the Positive Behavioral Support System. Students are also provided with counseling through Lifestream Behavior, individual and/or small group, many are in the MTSS program to target areas that they are struggling in and adding in additional support and interventions as needed. The students are also using school wide binders and have homework sent home to assist with their organizational skills and responsibility as they journey to become scholars.

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

All eighth grade students must decide a career path in order to be considered for promotion to the ninth grade. The purpose is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers. This is being

completed through the use of the My Career Shines program. Also through the 21st CCLC grant 11th and 12th grade students are provided with mentoring and employability skills through the POP program and Career Source.

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

Sumter Alternatives does not offer any CTE programs at this time. Sumter Virtual School is beginning to look at virtual options for various CTE programs.

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

Sumter Alternatives does not offer an integrated courses at this time.

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

Sumter Alternative School is an alternative school and works in conjunction with the local high schools in the district to ensure that students are ready for postsecondary education. Sumter Virtual School uses various strategies to assist students with postsecondary education, Sumter Leadership Academy through the 21st CCLC grant that teaches employability skills and employment opportunities. The students are provided remediation and credit recovery through the Gradpoint program and small group instruction to assist in areas that they may struggle. Each student is provided with a prescriptive schedule that is developed for them individual to address the areas that they need to work on for graduation requirements, grade forgiveness and credit recovery to ensure that each student is successful. Sumter Virtual School provides each student with an orientation that outlines the graduation requirements as well as the requirements to enter postsecondary education. The students are encouraged to complete the recommended classes to ensure that they have all of the requirements for graduation and that they continue to work towards their goals.

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:

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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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students will demonstrate an increase in student achievement on the 2015-2016 Social Science End of Course Assessments.
- G2.** Students will demonstrate an increase in student achievement on the 2016 Florida Standards Assessment Reading/ELA Test.
- G3.** Students will show an increase in student achievement on the Mathematics End of Course 2015-2016 Assessments.
- G4.** Students will show an increase in student achievement on the Biology 2015-2016 End of Course Assessments.
- G5.** Students will demonstrate a 20% decrease in Level III behavior infractions.
- G6.** Parent Involvement will increase by 20% for school year 2015-2016.
- G7.** Students will increase their school attendance by 25% within the 2015-2016 School Year.

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. Students will demonstrate an increase in student achievement on the 2015-2016 Social Science End of Course Assessments. 1a

G073706

Targets Supported 1b

Indicator	Annual Target
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U.S. History EOC Pass

Resources Available to Support the Goal 2

- Learning Focused Strategies
- Blended model using Gradpoint LMS
- Small group instruction
- Centers
- School wide Binders
- Uniform Lesson Boards

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. Students will demonstrate an increase in student achievement on the 2016 Florida Standards Assessment Reading/ELA Test. 1a

G073707

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	45.0

Resources Available to Support the Goal 2

- Learning Focused Strategies
- Various virtual programs, to include Gradpoint Achieve 3000 Successmaker Accelerated Reader
- Literacy Centers
- Small group instruction
- School wide Binders
- Uniform Lesson Boards

Targeted Barriers to Achieving the Goal 3

- Students of block and traditional schedule being taught simultaneously
- Multiple levels of learners in each class
- Multiple courses taught simultaneously

Plan to Monitor Progress Toward G2. 8

Improvement on Formative assessments/DEA/FSA tests

Person Responsible

James Presley

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Test results

G3. Students will show an increase in student achievement on the Mathematics End of Course 2015-2016 Assessments. 1a

G073708

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	10.0

Resources Available to Support the Goal 2

- Learning Focused Strategies
- Blended Digital Learning using either Gradpoint Sumter Virtual School Successmaker
- Small group instruction
- KhanAcademy.com Algebra Nation
- Algebra 1 A/B classes
- Uniform Lesson Boards
- School wide Binders

Targeted Barriers to Achieving the Goal 3

- Students of block and traditional schedules being taught simultaneously
- Multiple levels of learners
- Multiple courses taught simultaneously

Plan to Monitor Progress Toward G3. 8

Discovery Education Formative assessments will be monitored for continuous improvement in math skills

Person Responsible

James Presley

Schedule

Evidence of Completion

Discovery Education formative assessment results.

G4. Students will show an increase in student achievement on the Biology 2015-2016 End of Course Assessments. 1a

G073709

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	25.0

Resources Available to Support the Goal 2

- Learning focused Strategies
- Digital Learning using Gradpoint
- Small group instruction
- Hands on learning

Targeted Barriers to Achieving the Goal 3

- Students of block and traditional schedule being taught simultaneously
- Multiple levels of learners

Plan to Monitor Progress Toward G4. 8

students will be monitored continually for improvement on formative assessments and time spent and modules passed on Gradpoint/Study Island.

Person Responsible

James Presley

Schedule

Monthly, from 8/7/2014 to 5/29/2015

Evidence of Completion

Discovery Education district formative assessments will be evaluated for student performance and improvement by the teacher and the principal. Gradpoint reports and study Island reports will be pulled monthly to show improvement.

G5. Students will demonstrate a 20% decrease in Level III behavior infractions. 1a

G073710

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0

Resources Available to Support the Goal 2

- School-wide expectations and rules established, instructed, evaluated, and monitored in all classes.
- Weekly PBS positive Fridays to recognize positive behaviors.
- Weekly PBS positive phone calls to parents to reinforce positive behaviors at home.
- Bi-weekly collaborations with community business to recognize positive behaviors bi-weekly.
- PBS parent days quarterly to allow parents to join in celebrating their student's successes.
- Rtl:B and Skyward database used to track behaviors
- "Brain Training", CPI and various professional development courses

Targeted Barriers to Achieving the Goal 3

- Student population transitions to the their homeschool before completing the entire behavior management plan

Plan to Monitor Progress Toward G5. 8

Discipline referrals and short form.

Person Responsible

James Presley

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Reduction of long forms and short forms.

G6. Parent Involvement will increase by 20% for school year 2015-2016. 1a

G073711

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Work with various community organizations to provide student support.
- Schedule parent events for different times to assist in parent attendance.
- Provide incentives for attendance of parent events.

Targeted Barriers to Achieving the Goal 3

G7. Students will increase their school attendance by 25% within the 2015-2016 School Year. 1a

G073712

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Child Study Team (CST) meetings to put interventions in place
- Youth & Family Alternatives to assist with interventions
- School Resource Officer (SRO) for truant students
- Call out system to ensure that parents are notified of absences
- Assistant principal call out when students have 5 or more unexcused absences

Targeted Barriers to Achieving the Goal 3

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

G2. Students will demonstrate an increase in student achievement on the 2016 Florida Standards Assessment Reading/ELA Test. **1**

 G073707

G2.B1 Students of block and traditional schedule being taught simultaneously **2**

 B192446

G2.B1.S1 Intensive instruction using LFS strategies. **4**

 S203943

Strategy Rationale

Learning Focused Strategies are a researched set of teaching strategies used across the district to help students master content.

Action Step 1 **5**

Utilize support staff to provide additional instruction.

Person Responsible

James Presley

Schedule

Weekly, from 8/7/2014 to 4/30/2015

Evidence of Completion

Lesson plans and documentation of para professional use.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Lesson Plan and classroom observations will be used to monitor this strategy.

Person Responsible

James Presley

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Weekly Lesson plans and Walk-through observations by administration will be used as evidence of strategy implementation.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Discovery Education formative assessments and the Florida State Assessment will be used to evaluate the effectiveness of the strategy.

Person Responsible

James Presley

Schedule

Monthly, from 9/1/2014 to 5/27/2015

Evidence of Completion

Lesson plans, gradebook, focus assessments, DEA/FCAT results

G2.B3 Multiple courses taught simultaneously 2

 B192448

G2.B3.S1 Intensive one on one instruction and computer based curriculum 4

 S203946

Strategy Rationale

best use of resources to facilitate learning in multi-course environments

Action Step 1 5

identify available resources to initiate plan

Person Responsible

James Presley

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Lesson plans and daily walk throughs by administration

Person Responsible

James Presley

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Discovery Education formative assessment results

Person Responsible

James Presley

Schedule

Monthly, from 9/1/2014 to 5/27/2015

Evidence of Completion

G3. Students will show an increase in student achievement on the Mathematics End of Course 2015-2016 Assessments. 1

G073708

G3.B1 Students of block and traditional schedules being taught simultaneously 2

B192450

G3.B1.S1 Provide intensive individualized instruction specific to each students needs. 4

S203947

Strategy Rationale

Small group and one-on-one instruction intensifies student learning

Action Step 1 5

Assign a para professional to the class for the teacher to utilize

Person Responsible

James Presley

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

School schedule

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

school schedule will be closely monitored by the administration.

Person Responsible

James Presley

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

master school schedule

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

Having a trained para professional in the class will assist the math teacher in teaching the basic math skills necessary for student success.

Person Responsible

James Presley

Schedule

Monthly, from 8/7/2014 to 5/27/2015


Evidence of Completion

Master school schedule

G4. Students will show an increase in student achievement on the Biology 2015-2016 End of Course Assessments. 1

 G073709

G4.B1 Students of block and traditional schedule being taught simultaneously 2

 B192453

G4.B1.S1 Provide intensive instruction to each student. Utilize all available technology resources to individualize instruction 4

 S203949

Strategy Rationale

Because Sumter Alternatives has the human resources with teachers and paraprofessionals to institute small group instruction and one on one hands on help from the teacher, we will utilize this opportunity to help students "catch up" on essential math skills.

Action Step 1 5

Close teacher monitoring of Discovery Education district formative assessments every 4 1/2 weeks. Reteaching students that were difficient on individual skills.

Person Responsible

James Presley

Schedule

Monthly, from 8/7/2014 to 4/30/2015

Evidence of Completion

Assessment Results

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

More technology access will be given through more computer lab availability and a paraprofessional will be provided every period to assist the math teacher.

Person Responsible

James Presley

Schedule

Evidence of Completion

Daily lesson plans, Classroom documentation, and total number of available student computers.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Daily and weekly lesson plans will be monitored for effective teaching strategies. Administrative walk-throughs will be conducted on a weekly basis to ensure fidelity. Computer use will be monitored to capture time and resources utilized by teacher and students.

Person Responsible

Schedule

Weekly, from 8/7/2014 to 5/29/2015

Evidence of Completion

Lesson plans, Teacher documentation, district walk-through forms, and computer use records.

G5. Students will demonstrate a 20% decrease in Level III behavior infractions. 1

G073710

G5.B1 Student population transitions to the their homeschool before completing the entire behavior management plan 2

B192456

G5.B1.S1 Offer a condensed behavior management plan for students who are assigned to Sumter Alternatives for a semester. 4

S203951

Strategy Rationale

This would give students the opportunity to complete a behavior management plan prior to transitioning back to their home schools.

Action Step 1 5

Define the essential components of Sumter Alternatives behavior management plan.

Person Responsible

James Presley

Schedule

Monthly, from 10/13/2014 to 12/19/2014

Evidence of Completion

Reduction in short forms and long forms

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Routine classroom walkthroughs, chats with the principal, and discipline data reviews.

Person Responsible

James Presley

Schedule

Monthly, from 10/13/2014 to 12/19/2014

Evidence of Completion

Reduction of long forms and short forms.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Sumter Alternatives will continually plan, implement, evaluate and monitor the effectiveness of our plan.

Person Responsible

James Presley

Schedule

Monthly, from 10/13/2014 to 12/19/2014

Evidence of Completion

Reduction of long forms and short forms.

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
G2.B1.S1.A1	Utilize support staff to provide additional instruction.	Presley, James	8/7/2014	Lesson plans and documentation of para professional use.	4/30/2015 weekly
G2.B3.S1.A1	identify available resources to initiate plan	Presley, James	8/7/2014		5/27/2015 monthly
G3.B1.S1.A1	Assign a para professional to the class for the teacher to utilize	Presley, James	8/7/2014	School schedule	5/27/2015 monthly
G4.B1.S1.A1	Close teacher monitoring of Discovery Education district formative assessments every 4 1/2 weeks. Reteaching students that were difficient on individual skills.	Presley, James	8/7/2014	Assessment Results	4/30/2015 monthly
G5.B1.S1.A1	Define the essential components of Sumter Alternatives behavior management plan.	Presley, James	10/13/2014	Reduction in short forms and long forms	12/19/2014 monthly
G1.MA1	[no content entered]			one-time	
G2.MA1	Improvement on Formative assessments/DEA/FSA tests	Presley, James	9/1/2014	Test results	5/29/2015 monthly
G2.B1.S1.MA1	Discovery Education formative assessments and the Florida State Assessment will be used to evaluate the effectiveness of the strategy.	Presley, James	9/1/2014	Lesson plans, gradebook, focus assessments, DEA/FCAT results	5/27/2015 monthly
G2.B1.S1.MA1	Lesson Plan and classroom observations will be used to monitor this strategy.	Presley, James	8/7/2014	Weekly Lesson plans and Walk-through observations by administration will be used as evidence of strategy implementation.	5/27/2015 monthly
G2.B3.S1.MA1	Discovery Education formative assessment results	Presley, James	9/1/2014		5/27/2015 monthly
G2.B3.S1.MA1	Lesson plans and daily walk throughs by administration	Presley, James	8/7/2014		5/27/2015 weekly
G3.MA1	Discovery Education Formative assessments will be monitored for continuous improvement in math skills	Presley, James	Discovery Education formative assessment results.	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Having a trained para professional in the class will assist the math teacher in teaching the basic math skills necessary for student success.	Presley, James	8/7/2014	Master school schedule	5/27/2015 monthly
G3.B1.S1.MA1	school schedule will be closely monitored by the administration.	Presley, James	8/7/2014	master school schedule	5/27/2015 monthly
G4.MA1	students will be monitored continually for improvement on formative assessments and time spent and modules passed on Gradpoint/Study Island.	Presley, James	8/7/2014	Discovery Education district formative assessments will be evaluated for student performance and improvement by the teacher and the principal. Gradpoint reports and study Island reports will be pulled monthly to show improvement.	5/29/2015 monthly
G4.B1.S1.MA1	Daily and weekly lesson plans will be monitored for effective teaching strategies. Administrative walk-throughs will be conducted on a weekly basis to ensure fidelity. Computer use will be monitored to capture time and resources utilized by teacher and students.		8/7/2014	Lesson plans, Teacher documentation, district walk-through forms, and computer use records.	5/29/2015 weekly
G4.B1.S1.MA1	More technology access will be given through more computer lab availability and a paraprofessional will be provided every period to assist the math teacher.	Presley, James	10/2/2014	Daily lesson plans, Classroom documentation, and total number of available student computers.	one-time
G5.MA1	Discipline referrals and short form.	Presley, James	8/11/2014	Reduction of long forms and short forms.	5/29/2015 monthly
G5.B1.S1.MA1	Sumter Alternatives will continually plan, implement, evaluate and monitor the effectiveness of our plan.	Presley, James	10/13/2014	Reduction of long forms and short forms.	12/19/2014 monthly
G5.B1.S1.MA1	Routine classroom walkthroughs, chats with the principal, and discipline data reviews.	Presley, James	10/13/2014	Reduction of long forms and short forms.	12/19/2014 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.

G4. Students will show an increase in student achievement on the Biology 2015-2016 End of Course Assessments.

G4.B1 Students of block and traditional schedule being taught simultaneously

G4.B1.S1 Provide intensive instruction to each student. Utilize all available technology resources to individualize instruction

PD Opportunity 1

Close teacher monitoring of Discovery Education district formative assessments every 4 1/2 weeks. Reteaching students that were deficient on individual skills.

Facilitator

Lorraine Gordon

Participants

All Faculty

Schedule

Monthly, from 8/7/2014 to 4/30/2015

Technical Assistance Items

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

Budget

Budget Data						
1	G2.B1.S1.A1	Utilize support staff to provide additional instruction.				\$0.00
2	G2.B3.S1.A1	identify available resources to initiate plan				\$0.00
3	G3.B1.S1.A1	Assign a para professional to the class for the teacher to utilize				\$0.00
4	G4.B1.S1.A1	Close teacher monitoring of Discovery Education district formative assessments every 4 1/2 weeks. Reteaching students that were difficient on individual skills.				\$0.00
5	G5.B1.S1.A1	Define the essential components of Sumter Alternatives behavior management plan.				\$249.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$249.00
			<i>Notes: The school improvement funds are allocated towards supporting the school-wide behavior plan.</i>			
					Total:	\$249.00