

The School District of Lee County

Alternative Learning Center Central



2015-16 School Improvement Plan

Alternative Learning Center Central

3650 MICHIGAN AVE, Fort Myers, FL 33916

<http://alcc.leeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	84%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	79%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Lee 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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Provide a safe, structured, and respectful learning environment that empowers, inspires, and motivates students to become responsible, productive members of their families and communities

Provide the school's vision statement

Provide Support
Bring about change
Success for All

School Environment

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

ALC Central strives to establish and build relationships between teachers and students by utilizing Positive Behavior Supports as well as a daily character education class in which students and teachers discuss topics such as anger management, self advocacy, and making good choices. We also use restorative justice and circles to encourage open conversation and discussion between students and teachers

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

Through our weekly orientations students learn the behavior expectations at ALC Central and the PBS supports they will receive while they are assigned to our school. Our staff are trained on PBS supports and how to encourage and promote positive behaviors within the school. We do not have before and after school programs due to the size of our school, however teachers and staff members are available to students outside of classroom time. These times could include breakfast, lunch, and dismissal as well as the issuance of talk tickets for students who need to speak to the school counselor, parent involvement specialist, or social worker.

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

ALC Central operates under the Positive Behavior Support guidelines. ALC Central uses PBS data to understand why problem behaviors occur and what the function of these behaviors may be. There are behavior expectations that are reinforced daily in the morning announcements (come to school prepared to learn, have respect for self and others, accept responsibility for your actions, noble actions begin with positive attitudes, good grades are earned, and expect to leave ALC Central a better person). Guidelines for student behavior and expectations are taught during weekly orientations prior to the student's start date. All staff receive training in PBS supports through the Florida PBS program as well as in protocols for disciplinary measures required for incidents. Discipline and PBS data is discussed at monthly staff meetings in which the teachers and staff analyze the data and look for trends and patterns. Staff members are trained in how to determine what incidents are teacher managed vs. administrative managed.

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

Among the supports established to ensure the social-emotional needs of all students are being met are the following: a school counselor, a behavior specialist, a school social worker and a student to student weekly mentoring program. Talk tickets are utilized for students requiring a cool-down time with one of the aforementioned resources.

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 The attendance secretary runs weekly attendance reports for our school social worker to monitor student attendance and to provide truancy prevention and intervention when necessary.
- One or more suspensions, whether in school or out of school
 The PBS and Leadership teams analyze the discipline data accessed by the discipline secretary as well as the behavior specialist.
- Course failure in English Language Arts or mathematics
 -The school counselor and administration monitor student grades during weekly data folder checks to ensure that students are retrieving credits on E2020 and monitoring their own progress.
 A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- The reading coach and leadership team utilizes state data for standardized assessments to plan remediation measures and after school tutoring.
 PBS data
 - PBS data is reviewed by the behavior specialist as well as the leadership team to ensure that PBS supports are being utilized consistently and efficiently for student supports.
- Discipline data
 - Discipline data is reviewed regularly by the leadership team. All staff review discipline and PBS data during monthly staff meetings with administration.

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
	7	8	9	10	11	
Attendance below 90 percent	2	4	1	0	2	9
One or more suspensions	1	1	0	1	3	6
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	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
Students exhibiting two or more indicators		

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

To encourage and increase student attendance ALC Central's school social worker works with the parent involvement specialist to maintain an open line of communication between the school, student, and their families. To increase the students' academic performance, we have a reading coach to do pull out interventions. ALC Central completes data folder checks on a weekly basis with our school counselor and administration. ALC Central also utilizes after school tutoring using Title I funding. A ZAP program (zeroes are not permitted) has been implemented to reduce missing assignments by providing additional time during lunch for students to complete schoolwork.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/180469>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

ALC Central has a STAR Fest to reward our students that are responsible every quarter. Students receive stars from teachers for positive academic and behavioral progress. ALC Central's parent involvement specialist partners with several local businesses to provide donations for our students to reward their positive progress. Local businesses also provide donation to reward our chosen Student of the Week as well as Student of the Month. ALC Central provides positive behavior rewards for our students who receive Caught-ya recognition card from a teacher or staff member.

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
Andrew, Rebecca	Assistant Principal
Harris, Michael	Instructional Coach
Hawkins, Johnniemae	Assistant Principal
Burns, Ken	Principal

Duties

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

The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

Social Worker

- Attend MTSS Team meetings when requested

- Conduct social-developmental history interviews and share with MTSS Team ESOL/ELL Representative
- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Problem-Solving team at ALC Central meets on an as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and

submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are

aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ken Burns	Principal
Jonnie Mae Hawkins	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 SAC team will meet at 4:30 on Thursday, September 24th to review and evaluate last years school improvement plan as well as the parent involvement plan for the 2015-2016 school year. The SAC team will provide recommendations and suggestions to update the school improvement plan for the 2015-2016 school year.

Development of this school improvement plan

During the final SAC meeting of the 2014-2015 school year, parents were asked to give suggestions and recommendations for changes next year. Parents submitted their recommendations, and these were taken into account when developing this year's school improvement plan.

Preparation of the school's annual budget and plan

The SAC team will review the school's annual budget and plan at the first SAC meeting. The SAC team will also vote and approve the allocations for the school improvement funds for the 2015-2016 school year.

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

The school improvement funds were used to purchased dictionaries for the classroom. In addition they were used to purchase district recommended books for staff development and teacher training which were used during the weekly PLC meetings.

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
Burns, Ken	Principal
Hawkins, Johnniemae	Assistant Principal
	Assistant Principal
Andrew, Rebecca	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year will be to incorporate reading and writing across the curriculum with implementation of Drop Everything and Read/Write.

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

Weekly team meetings as part of the professional learning community. Team planning for reading and math teachers, and teacher partnerships with other schools in the district.

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

At ALC Central, all new teachers to the school are a part of their own PLC that meets with the Assistant principal on a monthly basis. Further, experienced teachers are given leadership roles on various school based committees/PLCs.

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

At ALC Central, we do the following to support and mentor our new teachers:
Observation of mentee's instruction and providing feedback, planning lessons with mentee, connecting lesson content to standards, modeling or co-teaching lessons, classroom management best practices

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

ALC Central follows the academic curriculum guides developed by the Lee County School District with are aligned with the Florida State Standards. Administration does walk through and evaluations as well as review lesson plans to ensure that teachers are in compliance with the pacing guide.

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

ALC Central teachers meet weekly and operate as a professional learning community. In which data is generated and reviewed weekly in order to answer the following questions; what do we want our students to learn? how will we know when they have learned it? how will we respond when a student shows difficulty? how will we respond when a student already know it? Depending on needs we may rely on instructional coaches, after school tutoring, and professional development for teachers.

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: 0

All students attend an 80 minute block of character education which has been developed by A+ teams and administration.

Strategy Rationale

Students at ALC Central are enrolled for violation of a level 3 offense as per the Lee County School District code of conduct. This strategy is implored to improve behavior and character development of students.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

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

Data from student's academic histories will be collected to see if students are successfully completing the credits that they are missing.

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

N/A

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

ALC Central is limited in the number of courses that it is able to offer to our students due to the nature of our program. During scheduling, the guidance counselors do their best to mimic the student's schedule from their sending school so there will be a smooth transition between the two schools.

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

All necessary core high school courses are available at Alternative Learning Center West (ALCC). Students are encouraged to take appropriate grade level coursework as a means of preparing them for more rigorous college and career coursework after graduation. Our teachers select lessons and curriculum that are both interesting and applicable to a myriad of future career paths. We do not offer honors courses at ACLC, but we will allow Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB), and Dual Enrollment (DE) continue their coursework (with the permission of the sending school's director of curriculum) during the days they are required to complete Character Education modules here.

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

Business and Career Education classes are offered to students as an elective. The curriculum for the programs has been developed by the A+ team in collaboration with the administrative team. As part of high school science classes field trips are taken on a quarterly basis to the technical school that is offered by the school district.

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

We will encourage students to take the Post secondary Education Readiness Test (PERT) to determine what areas are in need of improvement. Math for College Readiness is also provided as a core post secondary preparedness course. Students will be educated about the Florida Bright Futures Scholarship and requirements, as well as provided with opportunities to complete and turn in volunteer hours, seek academic counseling, and work with a tutor. Students who have not received sufficient score level on their FCAT 2.0 or FSA reading receive reading coaching services and completed intensive reading coursework. The PSAT will be given throughout the year to tenth grade students to help determine their areas in need of improvement. The results of the PSAT scores will be shared with the instructional staff to better understand where they could be of assistance to students in getting prepared for post secondary education.

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.

N/A

Problem Analysis Summary

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



School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards tracker during FY16 as documented by professional learning community minutes.
- G2.** Teacher engagement will increase at least 2% in the Q12 area of teacher development as measured by the FY16 Gallup Teacher Engagement Survey
- G3.** In the 2014-2015 school year ALC Central had a total of 571 OSS discipline referrals . In the 2015-2016 school year, ALC Central will increase student learning gains by decreasing student OSS by 1% as measured by the student discipline referral report.

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. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards tracker during FY16 as documented by professional learning community minutes. 1a

G074348

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0

Resources Available to Support the Goal 2

- CASTLE training materials

Targeted Barriers to Achieving the Goal 3

- Teachers' lack of CASTLE training

Plan to Monitor Progress Toward G1. 8

PLC Meeting agendas

Person Responsible

Rebecca Andrew

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

PLC meetings minutes

G2. Teacher engagement will increase at least 2% in the Q12 area of teacher development as measured by the FY16 Gallup Teacher Engagement Survey **1a**

 G074349

Targets Supported **1b**

Indicator	Annual Target
Developing Teachers (Performance Rating)	0.2

Resources Available to Support the Goal **2**

- Budget

Targeted Barriers to Achieving the Goal **3**

- Financial restraints when purchasing professional development materials

Plan to Monitor Progress Toward G2. **8**

Teacher Observations by administration to ensure professional development is being utilized in the classroom

Person Responsible

Ken Burns

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Teachers evaluation record

G3. In the 2014-2015 school year ALC Central had a total of 571 OSS discipline referrals . In the 2015-2016 school year, ALC Central will increase student learning gains by decreasing student OSS by 1% as measured by the student discipline referral report. 1a

G074350

Targets Supported 1b

Indicator	Annual Target
	10.0

Resources Available to Support the Goal 2

- Positive Behavior Support
- Resorative Justice
- Caring Faculty and Administration
- School Counselors
- SalusCare Counselors
- Monthly Professional development

Targeted Barriers to Achieving the Goal 3

- Classroom Management

Plan to Monitor Progress Toward G3. 8

Student increase in learning gains

Person Responsible

Schedule

Evidence of Completion

Student grades District CCE assessments

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards tracker during FY16 as documented by professional learning community minutes. **1**

 G074348

G1.B1 Teachers' lack of CASTLE training **2**

 B194080

G1.B1.S1 Upload CASTLE training documents on sharepoint **4**

 S205594

Strategy Rationale

all teachers can access training documents on sharepoint

Action Step 1 **5**

Documents will be submitted to school technology specialist to be uploaded to sharepoint

Person Responsible

Rebecca Andrew

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Documentation in sharepoint

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Principal reviews the school sharepoint site

Person Responsible

Ken Burns

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Principal will email tech specialist to confirm review.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Teachers feedback during PLC

Person Responsible

Rebecca Andrew

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Survey Monkey results

G2. Teacher engagement will increase at least 2% in the Q12 area of teacher development as measured by the FY16 Gallup Teacher Engagement Survey **1**

 G074349

G2.B1 Financial restraints when purchasing professional development materials **2**

 B194081

G2.B1.S1 Allocate Title I funding for professional development materials. **4**

 S205597

Strategy Rationale

This will provide additional professional development materials

Action Step 1 **5**

Allocate Title I funds for professional development books

Person Responsible

Ken Burns

Schedule

On 12/18/2015

Evidence of Completion

Copy of Title I budget

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

Principal will verify funds were moved

Person Responsible

Ken Burns

Schedule

On 12/18/2015

Evidence of Completion

Title I budget

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

Principal oversees Plc meetings to ensure professional development is occurring

Person Responsible

Ken Burns

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

PLC Meeting agendas, Book Study Questions, Inservice Record Report

G3. In the 2014-2015 school year ALC Central had a total of 571 OSS discipline referrals . In the 2015-2016 school year, ALC Central will increase student learning gains by decreasing student OSS by 1% as measured by the student discipline referral report. 1

G074350

G3.B1 Classroom Management 2

B194082

G3.B1.S1 Monthly PLC meetings for classroom management 4

S205600

Strategy Rationale

Action Step 1 5

During each meeting, administration will brainstorm with teachers, review classroom management strategies, and share best practices

Person Responsible

Schedule

Evidence of Completion

Meeting Minutes Classroom walkthroughs Agendas Decrease in classroom referrals

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

Ensure meetings are taking place

Person Responsible

Schedule

Evidence of Completion

Agendas and minutes of the meetings Data from classroom walkthroughs Decrease in the number of student discipline referrals from the previous year

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

Decrease in student discipline incidents

Person Responsible

Schedule

Evidence of Completion

Minutes from each of the meetings submitted to Dr. Lohmeyer Chart of student discipline referrals Classroom walkthrough observation 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
G1.B1.S1.A1	Documents will be submitted to school technology specialist to be uploaded to sharepoint	Andrew, Rebecca	8/24/2015	Documentation in sharepoint	6/10/2016 quarterly
G2.B1.S1.A1	Allocate Title I funds for professional development books	Burns, Ken	8/24/2015	Copy of Title I budget	12/18/2015 one-time
G3.B1.S1.A1	During each meeting, administration will brainstorm with teachers, review classroom management strategies, and share best practices		Meeting Minutes Classroom walkthroughs Agendas Decrease in classroom referrals	one-time	
G1.MA1	PLC Meeting agendas	Andrew, Rebecca	8/24/2015	PLC meetings minutes	6/10/2016 monthly
G1.B1.S1.MA1	Teachers feedback during PLC	Andrew, Rebecca	8/24/2015	Survey Monkey results	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Principal reviews the school sharepoint site	Burns, Ken	8/24/2015	Principal will email tech specialist to confirm review.	6/10/2016 quarterly
G2.MA1	Teacher Observations by administration to ensure professional development is being utilized in the classroom	Burns, Ken	8/24/2015	Teachers evaluation record	6/10/2016 monthly
G2.B1.S1.MA1	Principal oversees Plc meetings to ensure professional development is occurring	Burns, Ken	8/24/2015	PLC Meeting agendas, Book Study Questions, Inservice Record Report	6/10/2016 monthly
G2.B1.S1.MA1	Principal will verify funds were moved	Burns, Ken	8/24/2015	Title I budget	12/18/2015 one-time
G3.MA1	Student increase in learning gains		Student grades District CCE assessments	one-time	
G3.B1.S1.MA1	Decrease in student discipline incidents		Minutes from each of the meetings submitted to Dr. Lohmeyer Chart of student discipline referrals Classroom walkthrough observation forms	one-time	
G3.B1.S1.MA1	Ensure meetings are taking place		Agendas and minutes of the meetings Data from classroom walkthroughs Decrease in the number of student discipline referrals from the previous year	one-time	

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.

G3. In the 2014-2015 school year ALC Central had a total of 571 OSS discipline referrals . In the 2015-2016 school year, ALC Central will increase student learning gains by decreasing student OSS by 1% as measured by the student discipline referral report.

G3.B1 Classroom Management

G3.B1.S1 Monthly PLC meetings for classroom management

PD Opportunity 1

During each meeting, administration will brainstorm with teachers, review classroom management strategies, and share best practices

Facilitator

Dr. Chuderski

Participants

All new ALC teachers

Schedule

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Documents will be submitted to school technology specialist to be uploaded to sharepoint	\$0.00
2	G2.B1.S1.A1	Allocate Title I funds for professional development books	\$0.00
3	G3.B1.S1.A1	During each meeting, administration will brainstorm with teachers, review classroom management strategies, and share best practices	\$0.00
Total:			\$0.00