Sumter District Schools

Sumter PREP Academy

2016-17 Schoolwide Improvement Plan

Sumter PREP Academy

709 N. WEST ST, Bushnell, FL 33513

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School 1-12	No	87%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	60%

School Grades History

Year	2017-18
Grade	

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Sumter PREP Academy

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

"Teaching Academics, Building Character."

2. School Environment

a. 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.

b. 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 allow to get onto the bus. Students have assigned seats on the bus, each bus has an additional adult, aide for safety and supervision, and the buses are equipped with video surveillance as well as, the school has a direct communication line to the buses via transmission radios. Lastly, students are equipped with Help box forms that allows them to report any type of bothering anonymously. The process includes the student completing the form and placing the completed form in a locked Help box, here the principal will remove the form and proceed. Once the form has been received the teachers and staff are notified of the bothering issue via email. The student writing the form may be talked to in order to gather additional information. A bullying investigation is completed if warranted.

c. 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. This year the school has developed school wide PBS behaviors to go along with the school wide expectations. These behaviors outline for the students their expected behaviors in the classrooms as well as in the front office. The School wide expectations and the expecting behaviors are posted throughout the school, in the classrooms and in all of the offices in the front office. It is consistent and pervasive. Teachers use an intervention form that shows at least three (3) interventions that were used with the student prior to writing a short form. The student not only receives the intervention but signs off that the teacher has provided them with the intervention. After three (3) interventions the teacher will then write a short form and the student will be report to the front office. 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 RtI: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.

d. 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. Each student is assigned an academic advisor based on their first period class. The academic advisor develops and reviews the students long and short term goals, ensures that the student has a voice on the campus and monitors the student's progress towards mastering their goals and returning to their zone school. 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.

3. 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).

a. 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 RtI: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 RtI: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), Successmaker 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	2	6	2	3	0	3	1	17
One or more suspensions	0	0	0	0	0	0	5	12	7	10	3	0	0	37
Course failure in ELA or Math	0	0	0	0	0	0	3	3	1	3	2	1	0	13
Level 1 on statewide assessment	0	0	0	0	0	0	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	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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	5	14	7	12	6	4	3	51

c. 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 zone school environment and teaching them how to become a scholar.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

All parent and students were invited to a school wide orientation, during the orientation the parents completed paperwork, met the teachers and received a presentation in regards to the new transition plan that is in place to ensure student success once they return to their zoned school. All parents of Sumter Alternatives School attend a mandatory orientation conducted by the principal, 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. Each month we will hold a PBS Breakfast Club, during the breakfast club selected students will be featured, parents, district staff, zoned school liaisons, the PBS Breakfast business sponsor and any community leaders that are working with the student within the community are invited to attend and support the student with their successes. At this meeting the students will discuss their student transition goals, their progress with the six transition plan expectations, their progress with displaying the school-wide behaviors, and current discipline data . This allows for the student to discuss their goals, their progress with their goals and what they need to do to continue meeting their goals. This also allows the zoned school liaisons to build positive school relationships with the student and see the improvements that they are making before returning to their zoned school.

2. 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. Many

organizations within the community have made monetary donations as well as have offered to donate food for our PBS Breakfast Club, this includes Sumter County Sheriff's Office, SECO, The Dream Center, Key Scales Ford and several other personal donations, these donations will be used to celebrate the students and their successes as well as, build positive relationships through various avenues. 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,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.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Presley, James	Principal
Gordon, Lorraine	School Counselor
Haines, Jennifer	Assistant Principal

b. Duties

1. 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 guidelines to meet student needs, and supervise the guidance program to enhance individual student education and development.

2. 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. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Beth Gray	Teacher
Edward Napoleon	Teacher
Wesley Berry	Parent
Lidia Garza	Education Support Employee
Charles Berry	Student
Willie Kelly, Sr.	Parent
Eugene Nabritt	Business/Community
Helena Vickers	Teacher

b. Duties

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

a. 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.

b. 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.

c. 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.

2. 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.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Haugabrook, Kenesha	Teacher, K-12
Peterson, Kimberly	Teacher, ESE
Vickers, Helena	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

D. 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).

1. 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. 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 teacher 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.

2. 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, Data Based Questioning and the use of Edtraining.com, PD360.com and SimpleK12 to assist with achieving any professional development that a teacher may need.

3. 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 are 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 the curriculum maps to set instructional outcomes and design coherent instruction. Teachers are required to submit weekly lesson schedules to ensure that they are on track with their curriculum maps and a plan is in place for weekly instruction, these are reviewed weekly by administration. Weekly walkthroughs are conducted by the administrators 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 are documented.

b. Instructional Strategies

1. 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.

2. 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:** |

Strategy Rationale

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

2. Student Transition and Readiness

a. 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).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

77 % of the students who are enrolled at Sumter Alternatives are referred for receiving discipline infractions at their zone 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. A school wide transition plan is being implemented that allows for the students to understand the necessary requirements for them to transition to their zone school. The transition plan involves...

b. College and Career Readiness

1. 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.

2. 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.

3. 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.

4. 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. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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. Students will demonstrate an annual increase in student proficiency on the 2016-17 Social Science End of Course Assessments.

G2. Students will demonstrate an increase in learning gains on the 2016 Florida Standards Assessment Reading/ELA Test.

G3. Students will show an increase in learning gains on the Mathematics End of Course 2016-17 Assessments.

G4. Students will show an annual increase in student proficiency on the Geometry 2016-17 End of Course Assessments.

G5. Students will meet all state graduation requirements during the 2016-17 school year.

G6. Parents will attend monthly progress monitoring meetings during the 2016-17 school year.

G7. Students will increase their school attendance by 25% within the 2016-17 School Year.

Strategic Goals Detail

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

G1. Students will demonstrate an annual increase in student proficiency on the 2016-17 Social Science End of Course Assessments. 1a

🔍 G083506

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	50.0

Targeted Barriers to Achieving the Goal 3

- Multiple levels of learners in each class.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Learning Focused Strategies

- Blended model using Gradpoint LMS

- Small group instruction

- Centers

- School wide Binders

- Uniform Lesson Boards

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

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

🔍 G083507

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	100.0

Targeted Barriers to Achieving the Goal `3`

- Multiple levels of learners in each class

- Multiple courses taught simultaneously

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Learning Focused Strategies

- Various virtual programs, to include Gradpoint Achieve 3000 Successmaker

- Literacy Centers

- Small group instruction

- School wide Binders

- Uniform Lesson Boards

- Weekly Lesson Schedules

Plan to Monitor Progress Toward G2. `8`

Improvement on Formative assessments/DEA/FSA tests

Person Responsible
Lorraine Gordon

Schedule
Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion
Test results

G3. Students will show an increase in learning gains on the Mathematics End of Course 2016-17 Assessments. `1a`

🔑 G083508

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	100.0

Targeted Barriers to Achieving the Goal `3`

- Multiple levels of learners
- Multiple courses taught simultaneously

Resources Available to Help Reduce or Eliminate the Barriers `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
- Weekly Lesson Schedules

Plan to Monitor Progress Toward G3. `8`

Discovery Education Fornmative 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 annual increase in student proficiency on the Geometry 2016-17 End of Course Assessments. 1a

🔑 G083509

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	50.0

Targeted Barriers to Achieving the Goal 3

- Multiple levels of learners

Resources Available to Help Reduce or Eliminate the Barriers 2

- Learning focused Strategies

- Digital Learning using Gradpoint

- Small group instruction

- Hands on learning

- Weekly Lesson Schedules

- Digital Learning using Virtual Classes

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 meet all state graduation requirements during the 2016-17 school year. 1a

🔑 G083510

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Deficiencies in number of earned credits

Resources Available to Help Reduce or Eliminate the Barriers 2

- Use of Gradpoint for credit recovery

- ACT/SAT Practice

- Small instruction

- Remediation classes

- Prescriptive individual schedules

Plan to Monitor Progress Toward G5. 8

Student Gradpoint completions and current class grades.

Person Responsible
Lorraine Gordon

Schedule
Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion
Completion of courses and credits earned

G6. Parents will attend monthly progress monitoring meetings during the 2016-17 school year. `1a`

🔑 G083511

Targets Supported `1b`

Indicator	Annual Target
	100.0

Targeted Barriers to Achieving the Goal `3`

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Work with various community organizations to provide student support.

- Provide ample notification to parents to ensure participation

- Encourage parents to provide alternative relatives to attend when they cannot attend

- Work with zone school leaders to attend progress monitoring meetings

Plan to Monitor Progress Toward G6. `8`

RtI:B discipline data, progress towards transition plans expectations, progress towards displaying behaviors associated with school-wide expectations.

Person Responsible
James Presley

Schedule
Monthly, from 9/9/2016 to 5/5/2017

Evidence of Completion
RtI:B discipline data, progress towards transition plans expectations, progress towards displaying behaviors associated with school-wide expectations.

G7. Students will increase their school attendance by 25% within the 2016-17 School Year. `1a`

🔑 G083512

Targets Supported `1b`

Indicator	Annual Target
	25.0

Targeted Barriers to Achieving the Goal `3`

Resources Available to Help Reduce or Eliminate the Barriers `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

Plan to Monitor Progress Toward G7. `8`

Attendance is monitored for all students and addressed for any student over 5 unexcused absences.

Person Responsible
Jennifer Haines

Schedule
Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion
Attendance reports, CST data meetings, percentage of attendance reduction

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 learning gains on the 2016 Florida Standards Assessment Reading/ELA Test. 1

🔑 G083507

G2.B2 Multiple courses taught simultaneously 2

🔑 B221443

G2.B2.S1 Intensive one on one instruction and computer based curriculum 4

🔑 S233762

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 8/10/2016 to 5/26/2017

Evidence of Completion

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

Lesson plans and weekly walk throughs by administration

Person Responsible

James Presley

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Weekly walk through data with the use of the data collection forms.

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

Discovery Education formative assessment results

Person Responsible

Lorraine Gordon

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

G5. Students will meet all state graduation requirements during the 2016-17 school year. [1]

🔑 G083510

G5.B1 Deficiencies in number of earned credits [2]

🔑 B221450

G5.B1.S1 Use of Gradpoint for credit recovery, remediation classes and individual prescriptive schedules. [4]

🔑 S233765

Strategy Rationale

These resources allow students to increase their number of earned credits.

Action Step 1 [5]

Determine the number of credits needed per course, enroll students in required courses.

Person Responsible

Lorraine Gordon

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Percentage of students meeting graduation requirements

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

Meeting graduation requirements

Person Responsible

James Presley

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Number of students meeting graduation requirements.

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 8/10/2016 to 5/26/2017

Evidence of Completion

Increase in graduation completions.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.MA1 🔍 M304307	Improvement on Formative assessments/DEA/FSA tests	Gordon, Lorraine	8/10/2016	Test results	5/26/2017 monthly
G5.MA1 🔍 M304314	Student Gradpoint completions and current class grades.	Gordon, Lorraine	8/10/2016	Completion of courses and credits earned	5/26/2017 monthly
G2.B2.S1.MA1 🔍 M304305	Discovery Education formative assessment results	Gordon, Lorraine	8/10/2016		5/26/2017 quarterly
G2.B2.S1.MA1 🔍 M304306	Lesson plans and weekly walk throughs by administration	Presley, James	8/10/2016	Weekly walk through data with the use of the data collection forms.	5/26/2017 weekly
G2.B2.S1.A1 🔍 A299853	identify available resources to initiate plan	Presley, James	8/10/2016		5/26/2017 monthly
G5.B1.S1.MA1 🔍 M304312	Sumter Alternatives will continually plan, implement, evaluate and monitor the effectiveness of our...	Presley, James	8/10/2016	Increase in graduation completions.	5/26/2017 monthly
G5.B1.S1.MA1 🔍 M304313	Meeting graduation requirements	Presley, James	8/10/2016	Number of students meeting graduation requirements.	5/26/2017 monthly
G5.B1.S1.A1 🔍 A299857	Determine the number of credits needed per course, enroll students in required courses.	Gordon, Lorraine	8/10/2016	Percentage of students meeting graduation requirements	5/26/2017 monthly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G2.B2.S1.A1	identify available resources to initiate plan				$0.00
2	G5.B1.S1.A1	**Determine the number of credits needed per course, enroll students in required courses.**				**$249.00**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		$249.00
			Notes: The school improvement funds are allocated towards supporting the school-wide behavior plan.			
					Total:	**$249.00**