2013-2014 SCHOOL IMPROVEMENT PLAN

Sumter Alternatives
709 N WEST ST
Bushnell, FL 33513
352-568-1113

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	92%

Alternative/ESE Center	Charter School	Minority Rate
Yes	No	56%

School Grades History

2013-14	2012-13	2011-12	2010-11
NOT GRADED			

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Sumter Alternatives

Principal
Rodney Rocker

School Advisory Council chair
Norman Anderson

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Rodney Rocker	Principal
Lorraine Gordon	Guidance Counselor
Pamela Johnson	Teacher/Reading Chair
Norman Anderson	Teacher/Social Studies Chair

District-Level Information

District
Sumter

Superintendent
Mr. Richard A Shirley

Date of school board approval of SIP
6/18/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Norman Anderson - Teacher
Ana Nelson - Teacher
Annie Bullard - Community Member
Lee Bullard - Community Member
Cathryn Gatlin - Parent
Deborah Sanders - Grandparent
Carshoma Williams - Non Instructional Staff
Rodney Rocker - Principal
Kathy Dustin - County Office Administrator

Involvement of the SAC in the development of the SIP

SAC committee members review and suggest improvements to the SIP plan.

Activities of the SAC for the upcoming school year

Meeting at least three times a year to review and make suggestions for school data, discipline, and finances.

Projected use of school improvement funds, including the amount allocated to each project

New technology, clothes for dress code compliance

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Rodney Rocker		
Principal	Years as Administrator: 27	Years at Current School: 12

Credentials	Master's in Educational Leadership (k-12) received B.S. from Florida A& M University, and his M.S. from Nova Southeast University.
Performance Record	1996-1998 Havana High School - Increased school grade from an F to a C. 1998-2001 Wildwood Middle School brought school grade up from a D to a C, only one point from a B.

Classroom Teachers

# of classroom teachers
5

 # receiving effective rating or higher
(not entered because basis is < 10)

 # Highly Qualified Teachers
100%

 # certified in-field
5, 100%

 # ESOL endorsed

2, 40%

 # reading endorsed

2, 40%

 # with advanced degrees

3, 60%

 # National Board Certified

0, 0%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

1, 20%

 # with 6-14 years of experience

4, 80%

 # with 15 or more years of experience

0, 0%

Education Paraprofessionals

# of paraprofessionals

3

 # Highly Qualified

3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Teacher –to –Teacher Human Resources Director Principal as vacancies occur
2. Teacher – to Troops Human Resources Director Principal as vacancies occur
3. Online Application Human Resources Director Principal as vacancies occur
4. Certification checks prior to hiring Principal as vacancies occur

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

No need for mentoring at this time.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The leadership team meets weekly to review and update intervention strategies. This information is shared among the faculty at weekly meetings. All staff are required to document daily/monthly and as needed the progress of each student. If needed, student is escalated to the next level of intervention.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Members of the school RtI Leadership team collaboratively participate in the development of the School Improvement Plan. All professional development strategies identified as a need are documented on Professional Development Plans. Strategies that prove successful are given support through funding and specific scheduling to ensure continued use and success. All information is tracked using district data collection tools.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Members of the school RtI Leadership team collaboratively participate in the development of the School Improvement Plan. All professional development strategies identified as a need are documented on Professional Development Plans. Strategies that prove successful are given support through funding and specific scheduling to ensure continued use and success. All information is tracked using district data collection tools.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Performance Matters is the computer based resource that is used at Sumter Alternative School to access and analyze data at all grade levels and all subjects.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Staff members are provided weekly training/support during faculty meetings and any district wide in-service activities. At weekly faculty meetings, strategies to improve or enhance interventions will be presented. On-going monitoring of student needs and successful completions will be monitored and documented to make further recommendations to the program.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students
Minutes added to school year: 12

LFS - Learning Focused Strategies is the teaching strategy used in the district

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is accessed through Performance Matters by the principal and individual teachers. Data is drilled down and analyzed on an individual state standard basis and subject areas. SInce LFS is "the" strategy used district wide the data, DEA and FCAT date reflect the effectiveness.

Who is responsible for monitoring implementation of this strategy?

The Principal is the person responsible.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Rodney Rocker	Principal
Ana Nelson	Teacher
Pamela Johnson	Teacher
Norman Anderson	Teacher
David Christensen	Teacher
Christina Ebey	Teacher
Lorraine Gordon	Guidance
Gina Merritt	District Reading Coach

How the school-based LLT functions

The school based LLT meets the first Thursday of each month to demonstrate, model and review best practices and strategies directly related to literacy performance and implementation.

Major initiatives of the LLT

The majority of students enrolled at this time show a need in the following areas: Reading Vocabulary, Literary Analysis, Application and Informational Text. We are focusing our efforts in these areas across the content areas. All teachers are taught strategies and given support to supplement their lessons in these areas. Co-Teaching will be recommended for Reading, Science, and Social Studies teachers.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers are taught and provided support to include and instruct using highly effective reading strategies. Utilizing the district led initiative (LFS) lessons include strategies that address the areas of need based on previous test data: reading vocabulary, literary analysis, application and informational text.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

For 2013-2014 Sumter Alternative has implemented the 7 Habits of Highly Effective Teens. The program focuses on student's ability to develop positive relationships among peers and their community. The underlying principal behind the program promotes developing skills necessary to build healthy relationships that nurture trust and self worth. These traits support the student's ability to focus on goals directly related to completing their high school education and college or vocational aspirations.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Each student in grade 8 will receive direct instruction and support to design and plan for post secondary academic and career interests. Students in grade 9-12 are continually monitored to insure completion of academic preparation for their chosen career.

Strategies for improving student readiness for the public postsecondary level

Students attending Sumter Alternative School are primarily at-risk students who must complete academic or behavioral intervention programs to return to their home school in order to complete their academic preparation with their cohort group. Every student receives individualized plans of intervention that include character education, remediation and acceleration if applicable.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	15%	20%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		5%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	15	23%	30%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		10%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		5%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	*[data excluded for privacy reasons]*		37%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	*[data excluded for privacy reasons]*		10%
Students in lowest 25% making learning gains (EOC)	*[data excluded for privacy reasons]*		10%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		10%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		30%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		5%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		5%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		5%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		10%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		40%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		5%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	64	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students in ninth grade with one or more absences within the first 20 days	32	100%	90%
Students in ninth grade who fail two or more courses in any subject	5	15%	10%
Students with grade point average less than 2.0	26	81%	60%
Students who fail to progress on-time to tenth grade	7	22%	15%
Students who receive two or more behavior referrals	32	100%	90%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	24	75%	60%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	10	31%	25%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	0	0%	0%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

At least 20% of parents will participate in activities planned by SAS

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
At least 20% of parents will participate in activities planned by SAS	3	5%	20%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. At least 50% of students tested will score Level 3 on the Geometry EOC

G2. At least 25% of students will score Level 3 on the Algebra EOC

G3. 20% of the students will show proficiency (Level 3) on the 2014 FCAT 2.0

G4. Sumter Alternatives will have 20% of students achieve level 3 or better on the 2014 reading FCAT and make learning gains

Goals Detail

G1. At least 50% of students tested will score Level 3 on the Geometry EOC

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- LFS Teaching strategies, Study Island, Gradpoint,

Targeted Barriers to Achieving the Goal
- Students lack the basic geometry skills necessary to pass exam

Plan to Monitor Progress Toward the Goal

Continued improvement on assessments. Time spent and modules passed on Gradpoint/Study Island.

Person or Persons Responsible
Math teacher

Target Dates or Schedule:
Weekly, Monthly

Evidence of Completion:
Lesson plans, Daily classroom observations/documentation

G2. At least 25% of students will score Level 3 on the Algebra EOC

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- LFS Teaching Strategies, Study Island, Gradpoint.

Targeted Barriers to Achieving the Goal
- Students lack the basic algebra skills necessary to pass exam.

Plan to Monitor Progress Toward the Goal

Data will show steady improvement in all areas of Algebraic thinking.

Person or Persons Responsible
Math Teacher

Target Dates or Schedule:
Weekly, Monthly

Evidence of Completion:
Documentation of data from Performance Matters

G3. 20% of the students will show proficiency (Level 3) on the 2014 FCAT 2.0

Targets Supported

Resources Available to Support the Goal
- LFS teaching strategies, Study Island, Gradpoint, Intensive one on one instrauction

Targeted Barriers to Achieving the Goal
- Students must master basic skills in order to move forward and understand higher level math skills.

Plan to Monitor Progress Toward the Goal

Improvement on Focus assessments/DEA/FCAT tests

Person or Persons Responsible
Math teacher

Target Dates or Schedule:
Monthly

Evidence of Completion:
Test results

G4. Sumter Alternatives will have 20% of students achieve level 3 or better on the 2014 reading FCAT and make learning gains

Targets Supported

Resources Available to Support the Goal
- All students scoring below Level 3 receive 90 minutes of reading instruction (intensive) which include computer based instruction: Achieve3000, SuccessMaker and Study Island and Gradpoint.

Targeted Barriers to Achieving the Goal
- Lack of basic vocabulary knowledge and little understanding of how to read Informational texts.

Plan to Monitor Progress Toward the Goal

Assessments given throughout the term which students are enrolled. Differentiated and collaborative instruction with core academic instructors. Weekly progress reports

Person or Persons Responsible
Mr. Rocker

Target Dates or Schedule:
Weekly, Monthly, every 9 weeks

Evidence of Completion:
Progress Reports from the following programs: Performance Matters DEA Achieve3000 SucessMaker Gradebook

Action Plan for Improvement

Problem Solving Key

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

G1. At least 50% of students tested will score Level 3 on the Geometry EOC

G1.B1 Students lack the basic geometry skills necessary to pass exam

G1.B1.S1 Provide intensive instruction to each student. Utilize all available technology resources to individualize instruction

Action Step 1

Assessments monitored (CBI, DEA, FCAT)

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Assessment Results

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

Assessments monitored (CBI, DEA, FCAT). More technology access will be given, Computer lab availability.

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Daily lesson plans, Classroom documentation

Plan to Monitor Effectiveness of G1.B1.S1

Monitor assessments (CBI, DEA, FCAT), lesson plans lab use

Person or Persons Responsible

Math Teacher, Principal

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Lesson plans, Classroom documentation.

G2. At least 25% of students will score Level 3 on the Algebra EOC

G2.B1 Students lack the basic algebra skills necessary to pass exam.

G2.B1.S1 Provide intensive instruction specific to each student.

Action Step 1

Assessments, CBI,DEA/FCAT

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Test Results

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

Review assessment data and reteach necessary skills.

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, classroom documentation

Plan to Monitor Effectiveness of G2.B1.S1

Assessments, CBI,DEA/FCAT Data will show improvement over time

Person or Persons Responsible

Math teacher

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Printouts of Performance Matters data

G3. 20% of the students will show proficiency (Level 3) on the 2014 FCAT 2.0

G3.B1 Students must master basic skills in order to move forward and understand higher level math skills.

G3.B1.S1 Integrate Intensive Math and computer based instruction that provides practice until mastery of basic skills. Utilize support staff to provide additional instruction.

Action Step 1

Utilize support staff to provide additional instruction.

Person or Persons Responsible

Math teacher, Principal

Target Dates or Schedule

Throughout the year.

Evidence of Completion

Lesson plans and documentation

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

Additional training opportunities for the math department

Person or Persons Responsible

The Principal

Target Dates or Schedule

Monthly

Evidence of Completion

AESOP, PD sign in sheets

Plan to Monitor Effectiveness of G3.B1.S1

Focus assessments, DEA/FCAT

Person or Persons Responsible

Math teacher, Principal

Target Dates or Schedule

Monthly

Evidence of Completion

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

G4. Sumter Alternatives will have 20% of students achieve level 3 or better on the 2014 reading FCAT and make learning gains

G4.B1 Lack of basic vocabulary knowledge and little understanding of how to read Informational texts.

G4.B1.S1 Collaborative instruction include all core academic teachers. Achieve3000, SuccessMaker

Action Step 1

PLC's to specifically address reading strategies to be implemented across the curriculum.

Person or Persons Responsible

Mrs. Johnson

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Sign in sheet for professional development

Facilitator:

Mrs. Johnson

Participants:

All faculty

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

Collect sign in sheets for PD

Person or Persons Responsible

Mr. Rocker and Mrs Johnson

Target Dates or Schedule

Monthly

Evidence of Completion

PD records from the district

Plan to Monitor Effectiveness of G4.B1.S1

PLC's will be monitored with sign in sheets. Teachers will align their lesson plans with strategies taught and discussed in PLC's.

Person or Persons Responsible

Mr. Rocker will monitor lesson plan implementation and observe strategies through informal walkthroughs

Target Dates or Schedule

weekly and monthly

Evidence of Completion

sign in sheets, lesson plans, and walk through evaluations

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G4. Sumter Alternatives will have 20% of students achieve level 3 or better on the 2014 reading FCAT and make learning gains

G4.B1 Lack of basic vocabulary knowledge and little understanding of how to read Informational texts.

G4.B1.S1 Collaborative instruction include all core academic teachers. Achieve3000, SuccessMaker

PD Opportunity 1

PLC's to specifically address reading strategies to be implemented across the curriculum.

Facilitator

Mrs. Johnson

Participants

All faculty

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Sign in sheet for professional development