

# Sumter Alternatives



2014-15 School Improvement Plan

## Sumter Alternatives

709 N WEST ST, Bushnell, FL 33513

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

92%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

56%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- 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-D 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)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

"Teaching Academics, Building Character."

#### School Environment

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

Students are recommended for placement at Sumter Alternatives for academic placement to progress towards meeting graduation requirements or alternative placement for discipline infractions. Sumter Alternatives School receives an academic at risk matrix that outlines the risk factors of all students who are academically placed at Sumter Alternatives. The school receives discipline, attendance, academic, and behavior patterns of all students who are placed for discipline infractions. This information is used by the faculty and staff to create individual educational and behavioral plans for students. In addition, teachers are assigned to grade level cohort groups. The purpose of the cohort groups are to access and evaluate information, conduct routine meetings with students and communicate with parents and/or guardians.

##### **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 student 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, the buses are equipped with video surveillance and the school has a direct communication line to the buses via transmission radios.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Sumter Alternatives subscribes to the Positive Support Behavior System. We have defined our school-wide expectations and rules for the classroom, sidewalk, restrooms, front office and buses. All classrooms are planning, implementing, evaluating and monitoring the same school-wide expectations and rules. It is consistent and pervasive. Discipline infractions are defined thru a level



system school-wide from Level I (minor) to Level IV (major). Consequences are decided based on the level of the infraction. Sumter Alternatives have scheduled trainings for behavioral focus areas based on discipline data of each five week period.

**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 Alternative School meets the social and emotional needs of students through weekly counseling with Lifestreams Behavior Center's potentials counseling, district behavioral specialist, routine guidance counselor sessions, and chats with the Principal. Students will be assigned to mentors of the Federal Corrections Campus Coleman's education department.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Daily attendance is recorded by all teachers each period, checked for accuracy by the data entry clerk and monitored by the 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. Discipline infractions are monitored thru Multi-Tiered Support System (MTSS). This system provides interventions based on the response to interventions. Routine fidelity checks are conducted to measure the effectiveness of the interventions. Students are enrolled in remediation courses due to failures of core courses. Level 1 students are assessed every four and a half weeks to assess progress of tested standards.

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

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	
One or more suspensions	1	3	5	2	0	1	1	13
Course failure in ELA or Math	4	3	3	5	1	2	0	18
Level 1 on statewide assessment	4	5	3	3	4	1	4	24
	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
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**

All teachers are trained to use Learning Focused Strategies which incorporates instructional strategies for improving academic performance. Additionally, every teacher uses a highly effective introduction for all student content which engages students at the beginning. 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.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

All parents of Sumter Alternatives School attend a mandatory orientation and open house conducted by the 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. 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.

**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 five 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 selected and taken to Sonny's Real Pit Bar-B-Q for lunch to celebrate their positive behaviors. Students receive recognition for being respecting, accountable, attentive, active, and positive.

## 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

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

Name	Title
Presley, James	Principal
Anderson, Norman	Teacher, K-12
Haugabrook, Kenesha	Teacher, K-12
Gordon, Lorraine	Guidance Counselor

**Duties**

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

The school leadership team consist of the principal, guidance counselor, and instructional staff who are members of the aspiring leadership program. The roles of each member is to establish and maintain an effective learning climate, schedule classes within established guides to meet student needs, supervise the guidance program to enhance individual student education and development.

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

Resources are allocated to assist students with meeting all state requirements for promotion and graduation. The leadership team builds the master schedule to meet the academic needs of all students. The principal is responsible for supervising the instructional staff in the development and implementation of curriculum and student activities, conduct staff meetings to keep members informed of policy changes, new programs, and the like, and prepare and submit the school's budgetary requests and monitor expenditures of funds.

**School Advisory Council (SAC)**

**Membership**

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

<b>Name</b>	<b>Stakeholder Group</b>
Norman Anderson	Teacher
Ian Plunkett	Student
Edward Napoleon	Teacher
Carshoma Williams	Education Support Employee
David Plunkett	Parent
Cynthia Mobley	Business/Community
Bryan Hart	Business/Community

**Duties**

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

*Evaluation of last year's school improvement plan*

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

*Development of this school improvement plan*

The School Advisory Council enlist, promote and support greater interaction between the school and community. The primary function of the SAC is to provide all of the stakeholders an opportunity to be

active participants in the assessment of needs, development of priorities, and identification and use of resources based on analysis of multiple sources of available school data.

*Preparation of the school's annual budget and plan*

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

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

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

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Haugabrook, Kenesha	Teacher, K-12
Lynch, Colleen	Teacher, K-12
Ludwig, Michele	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

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

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Sumter Alternative School incorporates regular faculty meetings and trainings. Teachers are also responsible for collaborating to create and implement the school wide expectations and rules for the classroom, sidewalk, cafeteria and restrooms. The reading, english language arts and ESE teachers are

utilizing an inclusion model to address standards that will be assessed in reading and writing by the Florida Standards Assessment.

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

Sumter Alternatives School utilizes teacher-to-teacher, 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.

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

All new teachers to the Sumter School District with one or more years of experience while certified in or out of the state of Florida is responsible for demonstrating accountability. This is to be accomplished through the career support checklist that involves self-study and support of an assigned grade level or department leader to learn policies, procedures, rules, guidelines, and expectations related to high quality job performance. Each nine weeks the mentor establishes expectations for the current nine weeks, observe the teacher during the nine weeks, meet with the teacher during the nine weeks, complete discussion logs, review evidence, identify areas of focus and provide mentor support during the nine weeks.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

All instructional staff of Sumter Alternatives schools review and utilize CPALMS to set instructional outcomes and design coherent instruction. Daily walkthroughs are conducted by the principal to collect evidence of standards based instruction and assessment. Walkthrough data is share with teachers to reinforce or redirect the alignment of instruction and assessment to the Florida standards.

### 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***

Sixty-eight percent of the student who are enrolled at Sumter Alternatives are referred for receiving discipline infractions at their home school. Therefore, Sumter Alternatives employs a school-wide behavior management plan to assist students with strategies that can be used to improve behaviors when they transition back to their home schools. The school-wide behavior management plan is consistent and pervasive, and supported by the Positive Behavioral Support System.

#### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

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

***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.

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

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

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Sumter Alternative School is an alternative school and works in conjunction with the local high schools in the district to ensure that students are ready for postsecondary education.

## 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.** Reduce the percentage of Level III infractions by twenty percent.
- G2.** 45% of all students will make a learning gain on the 2015 Florida Standards Assessment Reading/ELA Test
- G3.** Algebra 1 End-of Course assessment passing rate will increase from 0 to 10%
- G4.** At least 25% of students tested will score Level 3 on the Geometry EOC

## 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. Reduce the percentage of Level III infractions by twenty percent.** 1a

G050237

**Targets Supported** 1b

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

**Resources Available to Support the Goal** 2

- School-wide expectations and rules established, instructed, evaluated, and monitored in all classes.
- Weekly PBS positive Fridays to recognize positive behaviors.
- Weekly PBS positive phone calls to parents to reinforce positive behaviors at home.
- Bi-weekly collaborations with community business to recognize positive behaviors bi-weekly.

**Targeted Barriers to Achieving the Goal** 3

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

**Plan to Monitor Progress Toward G1.** 8

Discipline referrals and short form.

**Person Responsible**

James Presley

**Schedule**

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

**Evidence of Completion**

Reduction of long forms and short forms.



**G2. 45% of all students will make a learning gain on the 2015 Florida Standards Assessment Reading/ELA Test** 1a

G039054

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	45.0

**Resources Available to Support the Goal** 2

- LFS teaching strategies
- Study Island
- Gradpoint
- Achieve 3000
- Intensive one on one instruction

**Targeted Barriers to Achieving the Goal** 3

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

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

Improvement on Formative assessments/DEA/FSA tests

**Person Responsible**

James Presley

**Schedule**

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

**Evidence of Completion**

Test results

**G3. Algebra 1 End-of Course assessment passing rate will increase from 0 to 10%** 1a

G039053

**Targets Supported** 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	10.0

**Resources Available to Support the Goal** 2

- LFS Teaching Strategies
- Study Island
- Gradpoint.

**Targeted Barriers to Achieving the Goal** 3

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

**Plan to Monitor Progress Toward G3.** 8

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

**Person Responsible**

James Presley

**Schedule**

**Evidence of Completion**

Discovery Education formative assessment results.

**G4. At least 25% of students tested will score Level 3 on the Geometry EOC** 1a

G039052

**Targets Supported** 1b

Indicator	Annual Target
Geometry EOC Pass Rate	25.0

**Resources Available to Support the Goal** 2

- LFS Teaching strategies
- Study Island
- Gradpoint,

**Targeted Barriers to Achieving the Goal** 3

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

**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.

## 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.** Reduce the percentage of Level III infractions by twenty percent. **1**

 G050237

**G1.B1** Student population transitions to their homeschool before completing the entire behavior management plan **2**

 B125827

**G1.B1.S1** Offer a condensed behavior management plan for students who are assigned to Sumter Alternatives for a semester. **4**

 S137723

### Strategy Rationale

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

### Action Step 1 **5**

Define the essential components of Sumter Alternatives behavior management plan.

#### Person Responsible

James Presley

#### Schedule

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

#### Evidence of Completion

Reduction in short forms and long forms

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

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

**Person Responsible**

James Presley

**Schedule**

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

***Evidence of Completion***

Reduction of long forms and short forms.

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

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

**Person Responsible**

James Presley

**Schedule**

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


***Evidence of Completion***

Reduction of long forms and short forms.


**G2.** 45% of all students will make a learning gain on the 2015 Florida Standards Assessment Reading/ELA Test **1**

 G039054

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

 B093955

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

 S105009

### **Strategy Rationale**

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

### **Action Step 1** **5**

Utilize support staff to provide additional instruction.

#### **Person Responsible**

James Presley

#### **Schedule**

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

#### **Evidence of Completion**

Lesson plans and documentation of para professional use.

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

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

#### **Person Responsible**

James Presley

#### **Schedule**

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

#### **Evidence of Completion**

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

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

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

**Person Responsible**

James Presley


**Schedule**

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


**Evidence of Completion**

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

**G2.B3 Multiple courses taught simultaneously** 2

 B124807

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

 S136763

**Strategy Rationale**

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

**Action Step 1** 5

identify available resources to initiate plan

**Person Responsible**

James Presley

**Schedule**

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

**Evidence of Completion**

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

Lesson plans and daily walk throughs by administration

**Person Responsible**

James Presley

**Schedule**

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

***Evidence of Completion***

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

Discovery Education formative assessment results

**Person Responsible**

James Presley


**Schedule**

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


***Evidence of Completion***




**G3. Algebra 1 End-of Course assessment passing rate will increase from 0 to 10%** 1

 G039053

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

 B093954

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

 S105008

**Strategy Rationale**

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

**Action Step 1** 5

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

**Person Responsible**

James Presley

**Schedule**

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

***Evidence of Completion***

School schedule

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

school schedule will be closely monitored by the administration.

**Person Responsible**

James Presley

**Schedule**

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

***Evidence of Completion***

master school schedule

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

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

**Person Responsible**

James Presley

**Schedule**

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


**Evidence of Completion**

Master school schedule

**G4. At least 25% of students tested will score Level 3 on the Geometry EOC 1**

 G039052

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

 B093953

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

 S105007

**Strategy Rationale**

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

**Action Step 1 5**

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

**Person Responsible**

James Presley

**Schedule**

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

**Evidence of Completion**

Assessment Results

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

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

**Person Responsible**

James Presley

**Schedule**

***Evidence of Completion***

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

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

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

**Person Responsible**

**Schedule**

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


***Evidence of Completion***

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

**G4.B3** multiple courses taught simultaneously 2

 B124849

**G4.B3.S1** Computer curriculum used to cover content of courses 4

 S136771

**Strategy Rationale**

research based online content used to accentuate instruction where multiple courses are taught in the same class

**Action Step 1** 5

Train teachers in computer based programs that cover the content

**Person Responsible**

James Presley

**Schedule**

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

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G4.B3.S1** 6

Access and analyze usage reports to check for fidelity of student learning

**Person Responsible**

James Presley

**Schedule**

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

***Evidence of Completion***

computer reports

**Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7**

Monitor Discovery Education formative assessment reports

**Person Responsible**

James Presley

**Schedule**

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

**Evidence of Completion**

Student achievement results from Discovery Education formative assessments

**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
G4.B1.S1.A1	Close teacher monitoring of Discovery Education district formative assessments every 4 1/2 weeks. Reteaching students that were deficient on individual skills.	Presley, James	8/7/2014	Assessment Results	4/30/2015 monthly
G3.B1.S1.A1	Assign a para professional to the class for the teacher to utilize	Presley, James	8/7/2014	School schedule	5/27/2015 monthly
G2.B1.S1.A1	Utilize support staff to provide additional instruction.	Presley, James	8/7/2014	Lesson plans and documentation of para professional use.	4/30/2015 weekly
G2.B3.S1.A1	identify available resources to initiate plan	Presley, James	8/7/2014		5/27/2015 monthly
G4.B3.S1.A1	Train teachers in computer based programs that cover the content	Presley, James	8/7/2014		5/27/2015 monthly
G1.B1.S1.A1	Define the essential components of Sumter Alternatives behavior management plan.	Presley, James	10/13/2014	Reduction in short forms and long forms	12/19/2014 monthly
G1.MA1	Discipline referrals and short form.	Presley, James	8/11/2014	Reduction of long forms and short forms.	5/29/2015 monthly
G1.B1.S1.MA1	Sumter Alternatives will continually plan, implement, evaluate and monitor the effectiveness of our plan.	Presley, James	10/13/2014	Reduction of long forms and short forms.	12/19/2014 monthly
G1.B1.S1.MA1	Routine classroom walkthroughs, chats with the principal, and discipline data reviews.	Presley, James	10/13/2014	Reduction of long forms and short forms.	12/19/2014 monthly
G2.MA1	Improvement on Formative assessments/DEA/FSA tests	Presley, James	9/1/2014	Test results	5/29/2015 monthly
G2.B1.S1.MA1	Discovery Education formative assessments and the Florida State Assessment will be used to evaluate the effectiveness of the strategy.	Presley, James	9/1/2014	Lesson plans, gradebook, focus assessments, DEA/FCAT results	5/27/2015 monthly
G2.B1.S1.MA1	Lesson Plan and classroom observations will be used to monitor this strategy.	Presley, James	8/7/2014	Weekly Lesson plans and Walk-through observations by administration will be used as evidence of strategy implementation.	5/27/2015 monthly
G2.B3.S1.MA1	Discovery Education formative assessment results	Presley, James	9/1/2014		5/27/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1	Lesson plans and daily walk throughs by administration	Presley, James	8/7/2014		5/27/2015 weekly
G3.MA1	Discovery Education Formmative assessments will be monitored for continuous improvement in math skills	Presley, James	Discovery Education formative assessment results.	one-time	
G3.B1.S1.MA1	Having a trained para professional in the class will assist the math teacher in teaching the basic math skills necessary for student success.	Presley, James	8/7/2014	Master school schedule	5/27/2015 monthly
G3.B1.S1.MA1	school schedule will be closely monitored by the administration.	Presley, James	8/7/2014	master school schedule	5/27/2015 monthly
G4.MA1	students will be monitored continually for improvement on formative assessments and time spent and modules passed on Gradpoint/Study Island.	Presley, James	8/7/2014	Discovery Education district formative assessments will be evaluated for student performance and improvement by the teacher and the principal. Gradpoint reports and study Island reports will be pulled monthly to show improvement.	5/29/2015 monthly
G4.B1.S1.MA1	Daily and weekly lesson plans will be monitored for effective teaching strategies. Administrative walk-throughs will be conducted on a weekly basis to ensure fidelity. Computer use will be monitored to capture time and resources utilized by teacher and students.		8/7/2014	Lesson plans, Teacher documentation, district walk-through forms, and computer use records.	5/29/2015 weekly
G4.B1.S1.MA1	More technology access will be given through more computer lab availability and a paraprofessional will be provided every period to assist the math teacher.	Presley, James	10/2/2014	Daily lesson plans, Classroom documentation, and total number of available student computers.	one-time
G4.B3.S1.MA1	Monitor Discovery Education formative assessment reports	Presley, James	9/1/2014	Student acheivement results from Discovery Education formative assessments	5/27/2015 monthly
G4.B3.S1.MA1	Access and analyze usage reports to check for fidelity of student learning	Presley, James	8/7/2014	computer reports	5/27/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G4.** At least 25% of students tested will score Level 3 on the Geometry EOC

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

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

### PD Opportunity 1

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

#### Facilitator

Lorraine Gordon

#### Participants

All Faculty

#### Schedule

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

## Technical Assistance Items

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



## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> Reduce the percentage of Level III infractions by twenty percent.	249
<b>Grand Total</b>	<b>249</b>

Goal 1: Reduce the percentage of Level III infractions by twenty percent.		
Description	Source	Total
<b>B1.S1.A1</b> - The school improvement funds are allocated towards supporting the school-wide behavior plan.	School Improvement Funds	249
<b>Total Goal 1</b>		<b>249</b>