

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM  
2008 - 2009 SCHOOL IMPROVEMENT PLAN

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School Name: LEE COUNTY ALC CENTRAL MIDDLE

District Name: Lee

Principal: Ray Bowers

SAC Chair: Kelli Bonner

Superintendent: Dr. James Browder

Date of School Board Approval: Pending

Dr. Eric J. Smith, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Frances Haitcock, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

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## VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

Vision: To be a world-class school system

Mission: To provide a quality education in a safe and well-managed environment.

## SCHOOL PROFILE DEMOGRAPHICS

### Demographics 2007-2008

Total Enrollment Middle School High School

Minority 74.1% 70.7%

Majority 25.9% 29.3%

ESE (not gifted) 27.2% 28.7%

ESOL 11.6% 6.9%

Free and Reduced Lunch 81.0% 28.7%

Mobility Rate >100% >100%

ALC Central is one of the district's alternative school programs, having been designated primarily for students who have had behavioral issues, which have resulted from one of the 14 middle schools and 10 high schools in the East and South zones of the district. The key element in the design of Alternative Learning Center Central is the creation of a positive learning atmosphere in which students can achieve the necessary academic, behavioral, social, and study skills that will eventually lead students to be successfully mainstreamed back into their regular school program.

ALC Central's primary demography consists of students who have committed a felony, violent act, or been in a physical altercation. The length of stay ranges from 45 days to an academic year therefore resulting in a high mobility rate. The high school offers a curriculum for a Standard Diploma, as well as Special Diploma Options I and 2. There is an emphasis on Intensive Reading and Math. A drug counseling program is available in cooperation with Southwest Florida Addiction Services (SWFAS).

Adequate yearly progress for ALC Central students is measured at their home schools because the average period for ALC Central students is only 45 – 90 days. Enrollment here is, by design, a brief, temporary placement in an alternative setting.

The ALC Central instructional staff has targeted the sub group population of students for intensive instruction during their time at this center. The school is addressing the needs through academic screening and explicit instruction based on that screening.

## SCHOOL MATCH

Note: Required for all Assistance Plus Schools

## QUALITY STAFF

### Highly Qualified Administrators

Note: Required for Title I

Our principal, Mr. Ray Bowers has over 30 years' experience in education. His undergraduate degree is from Bethune Cookman and his Masters and Educational Specialist Degrees are from Nova University. His certification include Science 6-12, Drivers Ed, Educational Leadership K-12, and a Principal's Certification. He has served five years as a principal, and ten years as an assistant principal. His educational philosophy is that every student has the potential to learn and to achieve. As a result, it is our charge as educators to maximize and seek learning styles for all students.

Originally from New York City, our assistant principal, Mr. Adam Bellet is a US Navy veteran having served six years active and reserve duty. Upon his discharge from the Navy, Mr. Bellet attended John Jay College of Criminal Justice and after moving to Florida completed his BA in Criminology. In 2007, Mr. Bellet received his MA in Educational Leadership from NOVA Southeastern University. Mr. Bellet previously taught middle and high school ESE students for five years. Prior to becoming ALC Central's Assistant Principal, he was ALC Central's Behavior Specialist/Administrative Designee for the past four years. Mr. Bellet is married and some hobbies of his include playing guitar, reading, computers and cooking with his daughter. His experience in increasing student achievement includes individual and group discussions, classroom visits, and goal-setting.

Our assistant principal, Forrest Walker, Jr., has a Bachelor's in Business Administration and a Master's in Educational Leadership and is certified in 6-12 Business Education, 5-9 Mathematics, and K-12 Educational Leadership. This is his first year as an administrator after serving 7 years as a Math Educator. His experience in increasing student achievement includes data folders, pre and post testing, and alternative assessments.

### Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

The Lee County School District is continuing recruitment efforts, including our own recruitment fair more precisely, providing a competitive starting salary for beginning teachers, and investigating low-cost housing options. The district has expanded its employee wellness efforts and continues to explore insurance and benefits to meet the needs of all employees. All of these efforts should help the District recruit and retain highly qualified teachers in all areas.

[Show Attached Staff List](#)

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: Required for Title I

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

### School Wide Improvement Model

Note: Required for Title I

The School District of Lee County using Sterling Quality as the improvement model.

### NCLB Public School Choice

Note: Required for Title I

Legal documents are sent home to parents in English, Spanish, and Haitian Creole, as deemed appropriate by administration. The report cards are also printed in all three languages.

Serious disciplinary infractions are reported by mail in all three languages.

Translators are available at the school in Spanish, Haitian Creole, and German.

Students and parents from different backgrounds are also informed in their native language through the use of newsletters, beginning orientation, and our monthly SAC information.

[No Attached Public School Choice Notice to Parents file](#)

[Show Attached Notification of SINI Status file](#)

## Pre-School Transition

**Note: Required for Title I**

N/A

## MENTORING AND EXTENDED LEARNING OPPORTUNITIES

### Teacher Mentoring

**Note: Required for Title I**

Any teacher who is new to the profession or Lee County District Schools must participate in the APPLES program. A major feature of this program is that a peer teacher, who has training in Clinical Education, is assigned to each new teacher. Teachers who are merely new to the building are assigned a buddy teacher to help them become acclimatized to the school. Teacher Mentoring: Beginning July 1, 1997, teachers applying for their initial teaching position with The School District of Lee County enroll in an induction program with the acronym of A.P.P.L.E.S. - Accomplished Professional Practices for (the) Lee Educational System. A.P.P.L.E.S. is a program designed by and for teachers based on the 12 Educator Accomplished Practices, Florida Curriculum Frameworks & Sunshine State Standards, District Strategic Plan for The School District of Lee County, and legislation in FS 231.17.

The District's induction program provides a support and information system for new teachers to:

retain the most promising teachers;

foster self-assessment and reflection;

improve instructional practice;

model professionalism;

offer professional growth opportunities;

and, familiarize new teachers with district and state initiatives.

New teachers are introduced to programs, practical tools, and strategies to enhance classroom performance in regularly scheduled regional sessions facilitated by experienced teacher-liaisons.

New teachers are also provided with a support system comprised of a Peer/Mentor Teacher and a building Administrator. The mentor provides support by:

Modeling professional practices of educators

Conducting formative observations

Assisting with the construction and implementation of the Professional Development Plan

Orienting to school based information, programs, logistics and procedures

Meeting on a regular basis with the new teacher (initially once a week)"

[Show Attached Teacher Mentoring List](#)

### Extended Learning Opportunities

**Note: Required for Title I**

ALC Central students come from the Eastern and Southern zones of the Lee County school district. Students are transported by school bus or by parents. Before and after school programs are not feasible due to the high cost of transportation. Saturday school is, however, used to enhance educational experiences and to provide an alternative to suspension. ALC Central also provides summer school for the eighth graders who need just "a little extra" in order to graduate into high school.

## SCHOOLS GRADED C OR BELOW

### Professional Development

Teachers will be trained in utilizing their technological skills collaborated with instruction. They will then teach with the use of

smartboard technology and doc cameras to enhance the students ability to work cooperatively, and allow them to gain technical experience.

## Disaggregated Data

Students progress and achievement is configured through data analysis and FCAT testing.

## Informal and Formal Assessments

Teachers across the curriculum will provide district common assessments in their academic areas, and monitor their progress to determine our students educational needs for FCAT testing.

## Alternative Instructional Delivery Methods

Teachers who teach reading and math will utilize our computer lab to work on remediated programs such as Reading 180 and FCAT Explorer. These programs will improve and strengthen the students ability to learn through repetition of concepts.

# SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

## Different Innovative Approaches to Instruction

The strategies section for each subject area goal lists varied instructional approaches.

## Responsibility of Teaching Reading for Every Teacher

Focus of professional development is teaching reading in the content areas.

## Quality Professional Development for Teachers and Leaders

Professional development as a school team is mandatory.

## Small Learning Communities (SLC)

The nature of our school makes us a small learning community. We meet regularly.

## Intensive Intervention in Reading and Mathematics

See strategies sections for Reading and Math.

## Parental Access and Support

Parents must attend orientation with their student upon enrollment. Other strategies are listed under the strategies section of the Parental Involvement Goal.

## Applied and Integrated Courses

Intensive reading courses integrate reading material from content areas.

## Course Choice Based on Student Goals / Interests / Talent

Limited electives are offered. Courses are chosen at enrollment with attention to credits needed.

## Master Schedules Based on Student Needs

The master schedule is developed based general analysis of countywide 2008 FCAT results that determine students' academic needs. Varied academics are offered to meet general student needs. NovaNet courses are offered as well.

## Academic and Career Planning

All students meet with counselors periodically to receive academic and career planning.

# GOALS

## Goal: Reading

\*Note: Required for Title I  
 Scroll down for school data

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- \*Needs Assessment: At ALC Central in 2007-2008, FCAT Reading scores show that only 18.5% of eighth graders who were tested scored level three and above as measured by FCAT data report.

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  - \*Objective: In 2007-2008 15% of 8th grade students scored in levels 3 or above on the FCAT Reading. In 2008-2009 this will increase to 24% of 8th grade students and 13% will score in levels 3 or above on the FCAT Reading in order to reach safe harbor.
  - \*Strategies: Purchase content area reading materials Science, Social Studies, Math, etc. ESOL/ELL strategies will be documented in teacher lesson plans. (Example: Directed instruction, small learning groups)  
 Reading strategies for Reciprocal Teaching will be used by all teachers across the curriculum. All students who have scored levels 1 or a 2 on the FCAT will be placed in intensive reading classes. Arrange reading classes according to reading level.  
 FCAT Explorer will be used across the curriculum.  
 Read 180 will be used to increase reading skills, as well as Language!  
 Oral Fluency Reading Tests given on a regular basis.
  - \*Evaluation: FCAT Reading scores
  - \*Evidence-based Program(s): Reciprocal Teaching  
 Sopris Language Reading Program  
 Reader's Guide Reading Program  
 FCAT Reading
  - \*Professional Development: Reading strategies for Reciprocal Teaching will be reviewed by a trainer from the district's Staff Development department.  
 Training for vertical teaming between high school and middle school teachers.  
 Training for horizontal teaming in the middle and high schools.  
 Reading training at ALC monthly for all teachers.  
 Great Source Reading Series
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Language! Comprehensive REading Program		\$0.00
		\$0.00
Treasures	District	\$11,088.00
Readers Choice Course1	District	\$1,129.80
Readers Choice Course 1	District	\$94.50
Readers Choice Course 2	District	\$1,129.80
Tea Readers Choice Course 2	District	\$94.50
5Pk Daybooks 7	District	\$1,970.00
TE Daybooks 8	District	\$1,970.00
Class Kit Intermed Rewards	District	\$1,274.85
10-Student Books Rewards 4-6	District	\$1,252.86
Class Kit SS Rewards Plus	District	\$1,274.85
10-Student Books Science Rewards Plus	District	\$1,252.86
Secondary Six Min Solution	District	\$758.94
Word Wisdom	District	\$2,598.00
Word Wisdom	District	\$2,580.00
		<b>Total: \$28,468.96</b>
Technology		
Description of Resources	Funding Source	Available Amount
Read 180	SAC	\$100.00
		<b>Total: \$100.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
Reading Workshops and Subject Area Conferences	Title II, SAC	\$1,500.00
		<b>Total: \$1,500.00</b>

Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$30,068.96

\*Non-Highly Qualified Instructors: All reading teachers are highly qualified.

*End of Reading Goal*

## Goal: Mathematics

\*Note: Required for Title I  
Scroll down for school data

- \*Needs Assessment: The 2007-2008 FCAT Math scores indicated that 44.6% of ALC Central eighth grade students scored at a level 3 or above as measured by the FCAT data Report.
- \*Objective: In 2007-2008 27% of 8th grade students scored in levels 3 or above on the FCAT Math. In 2007-2008 this will increase to 35% of 8th grade students will score in levels 3 or above on the FCAT Math.
- \*Strategies: FCAT Explorer.  
STAR Math
- \*Evaluation: Pre and post test STAR Math  
FCAT
- \*Evidence-based Program(s): FCAT Explorer  
STAR Math
- \*Professional Development: Attend district, regional, and national trainings to better enforce mathematical manipulatives, differentiated instruction, and technical teaching strategies.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
FCAT Explorer		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Training teachers for FCAT Explorer	Title II	\$200.00
		Total: \$200.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$200.00

\*Non-Highly Qualified Instructors: Our math teachers are certified and highly qualified to teach math.

*End of Mathematics Goal*

## Goal: Writing

\*Note: Required for Title I  
Scroll down for school data

- \*Needs Assessment: In 2007, the FCAT writing scores show 20.6% of eighth graders who took the FCAT writing scored a 4.5 or above as measured by the FCAT data report.

Strategies for ESOL/ELL students include: adult/peer tutor, cooperative learning, Inquiry approach, direct instruction, language experience, keyword and storytelling. These strategies will be documented in teacher lesson plans.

- \*Objective: In 2007-2008, the FCAT Writing scores show 20.6% of eighth graders who took the FCAT writing scored a 4.5 or above. In 2008-2009 this will increase to 23.6% of 8th grade students will score a 4.5 or above on the FCAT Writing.
- \*Strategies: Writing and vocabulary instruction will take place across the curriculum. Teachers will be trained in the use of rubrics for scoring writing samples. All eighth and tenth grade students will write to practice prompts during each quarter. ESOL/ELL strategies will be documented in teacher lesson plans (Example: direct instruction, small learning groups)
- \*Evaluation: Writing samples will be scored by teachers using the FCAT writing rubric and students will receive feedback on ways to improve their scores.
- \*Evidence-based Program(s): Short and long answer assessments across the curriculum
- \*Professional Development: Attend state and/or national level conferences to incorporate writing strategies and paragraph structure into instruction.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Training in FCAT style prompts and rubrics	SAC, Title II	\$200.00
		Total: \$200.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$200.00

*End of Writing Goal*

## Goal: Science

\*Note: Required for Title I  
 Scroll down for school data

- \*Needs Assessment: In 2007-2008, 6.1% of 8th graders achieved above a level 3 as measured by the FCAT data report.
- \*Objective: In 2007-2008 6.1 % of 8th graders scored level 3 or higher on the FCAT science. In 2008-2009, 9.1% of 8th graders will score level 3 or higher.
- \*Strategies: Science classes/science curriculum, to include FCAT Science practice Science curriculum to include Great Source instruction.
- \*Evaluation: Student performance on FCAT science subtest
- \*Evidence-based Program(s): Teaching strategies for FCAT Science  
Learning strategies for FCAT Science
- \*Professional Development: Attend district, state, and national conferences in pursuit of transferring the hands-on knowledge and concepts into the science academic plan.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00

Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Training for teachers in FCAT SCience	Title II, SAC	\$200.00
		Total: \$200.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$200.00

\*Non-Highly Qualified  
Instructors:

*End of Science Goal*

## Goal: Parental Involvement

\*Note: Required for Title I

*Needs Assessment:	Anecdotal records from parents/guardians indicating need for home-school communications Parent Link
*Objective:	Orientation with the entire administrative staff, including guidance counselors will take place weekly, phone calls will be made to parents of absentees and students with below average grades, and ParentLink will be available. In 2008-2009 these programs for parent contact shall be maintained.
*Strategies:	Student grades will be posted on Pinnacle to give parents access. School personnel will phone parents/guardians when a student is referred for disciplinary action. Parents/guardians will receive a phone call students when students are absent. Legal school documents will be sent home in English, Spanish and Haitian Creole, as deemed appropriate by administration. Weekly progress reports. School newspaper for the parents
*Evaluation:	Quality assurance survey will be sent to parents/guardians.
*Evidence-based Program(s):	Signed contracts from parent and student upon registration to our school. Weekly progress reports
*Professional Development:	

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Postage, photocopying, weekly progress reports	SAC	\$280.00
Review and revise current policy, and survey stakeholders.	Title I	\$250.00
Parent conferences, and title I meetings.	Title I	\$50.00

Review and revise current compact.	Title I	\$50.00
Weekly progress reports, parent/teacher conferences, report cards, school and district website, parentlink.	Title I	\$50.00
New student/parent orientation, quarterly newsletter, report cards, weekly interim reports, parent/school conferences, parent training in FCAT Explorer, Parent training in Reading 180.	Title I	\$423.00
Translation services for conferences and phone contacts, notices to students' homes in native language, parent-link choice of language for absentee information and announcement of special events.	Title I	\$246.00
Maintain Title I toolkit, comprehensive compilation of all communications and documentation of parent involvement activities, home visits, school social worker referrals.	Title I	\$0.00
Survey of stakeholders, volunteer logs, attendance logs, FCAT Scores, reading level growth, toolkit data and all other data collected.	Title I	\$0.00
Analyze data with staff and parents, adjustments to programs in place.	Title I	\$0.00
		Total: \$1,349.00
		Final Total: \$1,349.00

*End of Parental Involvement Goal*

## Goal: Return on Investment

Needs Assessment:	In 2006-2007 22.2% of students made learning gains in reading and 29% made learning gains in math at the middle school level and 36% of students made learning gains in reading and 36% made learning gains in math at the high school level. No data for 07-08.
Objective:	In 2006-2007 22.2% of students made learning gains in reading and 29% made learning gains in math at the middle school level and 36% of students made learning gains in reading and 36% made learning gains in math at the high school level. In 2008-09 these percentages will increase by 3% each in reading and in math to 25.2% gains in reading and 32% gains in math at the middle school level and 39% learning gains in reading and 39% learning gains in math at the high school level.
Strategies:	Purchase content area reading materials Science, Social Studies, Math, etc. Reading strategies for Reciprocal Teaching will be used by all teachers across the curriculum. All students who have scored levels 1 or a 2 on the FCAT will be placed in intensive reading classes. Arrange reading classes according to reading level. FCAT Explorer will be used across the curriculum. Read 180 will be used to increase reading skills, as well as Language! Oral Fluency Reading Tests given on a regular basis. FCAT Explorer. STAR Math
Evaluation:	Weekly progress reports Individual classroom assessments Pre and post test STAR Math FCAT

*End of Return on Investment Goal*

## ADDITIONAL GOALS

### Additional Goal: Discipline

Needs Assessment:	In 2007-2008's out-of-school suspensions, there were 687 in the middle school and 418 in the high school.
Objective:	In 2007-2008's out of school suspensions, there were 687 at the middle school and 418 at the high school. In 2008-2009 these numbers will decrease by at least 3% to no more than 666 at the middle school.
Strategies:	Teacher mentoring Inservice training Disciplinary Tier System
Evaluation:	
Evidence-based Program(s):	
Professional Development:	

#### Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Diversion Programs		\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

*End of Discipline Goal*

### Additional Goal: FCAT Testing

Needs Assessment:	Required for AYP.
Objective:	In 2008-2009 at least 95% of eighth and tenth grade students will be tested in FCAT Reading and Math.
Strategies:	
Evaluation:	Compare number tested with number eligible.
Evidence-based Program(s):	
Professional Development:	

#### Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount

No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

*End of FCAT Testing Goal*

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# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Language! Comprehensive REading Program		\$0.00
Reading			\$0.00
Reading	Treasures	District	\$11,088.00
Reading	Readers Choice Course1	District	\$1,129.80
Reading	Readers Choice Course 1	District	\$94.50
Reading	Readers Choice Course 2	District	\$1,129.80
Reading	Tea Readers Choice Course 2	District	\$94.50
Reading	5Pk Daybooks 7	District	\$1,970.00
Reading	TE Daybooks 8	District	\$1,970.00
Reading	Class Kit Intermed Rewards	District	\$1,274.85
Reading	10-Student Books Rewards 4-6	District	\$1,252.86
Reading	Class Kit SS Rewards Plus	District	\$1,274.85
Reading	10-Student Books Science Rewards Plus	District	\$1,252.86
Reading	Secondary Six Min Solution	District	\$758.94
Reading	Word Wisdom	District	\$2,598.00
Reading	Word Wisdom	District	\$2,580.00
Discipline	Diversion Programs		\$0.00
			Total: \$28,468.96
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Read 180	SAC	\$100.00
Mathematics	FCAT Explorer		\$0.00
			Total: \$100.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Workshops and Subject Area Conferences	Title II, SAC	\$1,500.00
Mathematics	Training teachers for FCAT Explorer	Title II	\$200.00
Writing	Training in FCAT style prompts and rubrics	SAC, Title II	\$200.00
Science	Training for teachers in FCAT Science	Title II, SAC	\$200.00
			Total: \$2,100.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Parental Involvement	Postage, photocopying, weekly progress reports	SAC	\$280.00
Parental Involvement	Review and revise current policy, and survey stakeholders.	Title I	\$250.00
Parental Involvement	Parent conferences, and title I meetings.	Title I	\$50.00
Parental Involvement	Review and revise current compact.	Title I	\$50.00
Parental Involvement	Weekly progress reports, parent/teacher conferences, report cards, school and district website, parentlink.	Title I	\$50.00
Parental Involvement	New student/parent orientation, quarterly newsletter, report cards, weekly interim reports, parent/school conferences, parent training in FCAT Explorer, Parent training in Reading 180.	Title I	\$423.00
	Translation services for conferences and phone contacts, notices to		

Parental Involvement	students' homes in native language, parent-link choice of language for absentee information and announcement of special events.	Title I	\$246.00
Parental Involvement	Maintain Title I toolkit, comprehensive compilation of all communications and documentation of parent involvement activities, home visits, school social worker referrals.	Title I	\$0.00
Parental Involvement	Survey of stakeholders, volunteer logs, attendance logs, FCAT Scores, reading level growth, toolkit data and all other data collected.	Title I	\$0.00
Parental Involvement	Analyze data with staff and parents, adjustments to programs in place.	Title I	\$0.00
			Total: \$1,349.00
			Final Total: \$32,017.96

## SCHOOL ADVISORY COUNCIL

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ Yes. Agree with the above statement.

### SAC Involvement

The School Advisory Council (SAC) at ALC Central is composed of administrative staff, teachers, community members, business partners, and support staff. They meet regularly during the school year to assess the progress of the School Improvement Plan (SIP) which they write as a team at the beginning of the school year. The SIP contain goals addressing student achievement in reading, writing and math; health and physical fitness issues; safety; technology; and customer satisfaction.

At mid year the SAC convenes to assess progress and adjusts for any variation. At the end of the year the SAC reviews student test data, customer satisfaction surveys, and publications put out during the year to determine the success of the plan. This final check begins the process for determining the needs to be addressed in the next year's plan.

The School Improvement Plan was approved by our SAC Committee on October 17, 2007.

### SAC Members

#### Members

- 1) Ray Bowers, Principal
- 2) Kelli Bonner, SAC Chair
- 3) Angela Hiske, Teacher
- 4) Betty Bowers, Community Member
- 5) Linda Wong, Community Member
- 6) Trisha Kinney, Community Member
- 7) Linda Wong, Community Member
- 8) Zulma Hiske, Community Member

## IMPLEMENTATION EVALUATION

We will make adequate progress if we achieve 3 out of 5 of our academic goals.

We will exceed adequate progress if we achieve 5 out of 8 of our overall goals.



# REPORTING

## Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 4										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 5										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 6										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 7										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 8										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 9										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 10										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 11										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

Baseline data aggregated at school level

	Reading Baseline Data	Mathematics Baseline Data	Writing Baseline Data	Science Baseline Data	Baseline Data
No data submitted					

# AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Lee LEE COUNTY ALC CENTRAL MIDDLE 0552													
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)														Read: 139 Math: 139		2007-2008 School Grade <sup>1</sup> :		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL <sup>4</sup>	82	N	81	N	15	N	27	N			NA			NA	91	85	NA	92	73	NA	8	NA		NA		NA	
WHITE	89	N	89	N		NA		NA			NA			NA			NA			NA		NA		NA		NA	
BLACK	86	N	83	N		NA		NA			NA			NA			NA			NA		NA		NA		NA	
HISPANIC	79	N	81	N		NA		NA			NA			NA			NA			NA		NA		NA		NA	
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		NA	
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		NA	
ECONOMICALLY DISADVANTAGED	81	N	81	N		NA		NA			NA			NA			NA			NA		NA		NA		NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		NA	
STUDENTS WITH DISABILITIES	88	N	83	N		NA		NA			NA			NA			NA			NA		NA		NA		NA	

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Lee LEE COUNTY ALC CENTRAL MIDDLE 0552													
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)														Read: 170 Math: 170		2006-2007 School Grade <sup>1</sup> :		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL <sup>4</sup>	86	N	86	N	9	N	8	N		92	Y			NA		91	NA	91	92	NA	26	NA		30	NA		
WHITE	84	N	82	N		NA		NA			NA			NA			67			NA		NA		NA		NA	
BLACK	91	N	91	N		NA		NA			NA			NA			NA			NA		NA		NA		NA	
HISPANIC	84	N	87	N		NA		NA			NA			NA			NA			NA		NA		NA		NA	
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		NA	
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		NA	
ECONOMICALLY DISADVANTAGED	86	N	86	N		NA		NA			NA			NA			NA			NA		NA		NA		NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA		NA	
STUDENTS WITH DISABILITIES	79	N	80	N		NA		NA			NA			NA			NA			NA		NA		NA		NA	

# SCHOOL GRADE DATA

School District						
2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested

School Grade						Grade based on total points, adequate progress, and % of students tested
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School District						
2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested

School District						
2005-2006						
	Reading	Math	Writing		Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%			Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	% (0)				0	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested