

Brevard Public Schools

North/Central Area Alternative Learning Center



2019-20 Schoolwide Improvement Plan

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North/Central Area Alternative Learning Center

301 GROVE BLVD, Merritt Island, FL 32953

[no web address on file]

Demographics

Principal: Mary Bland

Start Date for this Principal: 9/18/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year
Grade

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the North/Central Alternative Learning Center is to provide relevant academic and social/emotional services promoting respect and responsibility in a safe, structured learning environment where all students are given the opportunity to make positive gains.

Provide the school's vision statement.

North/Central Alternative Learning Center's vision is for our students to return to their sending school better prepared social/emotionally and academically.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Tagye, Rebecca	Assistant Principal	Evaluating all faculty and staff in the building Facilities All disciplinary issues Transportation Overseeing attendance related issues MTSS/IPST Fire Drills Critical Incident Drills School Emergency Operation Procedures Updating emergency plans and classroom go-bags for classroom teachers Developing and assigning post for morning supervision Lunch Duty Working the SRO on school related security issues that may arise Any and all duties assigned by the Director School Improvement Plan Supervising the implementation of the Title 1 Program
LeSage, Ramona	School Counselor	Testing, Scheduling, PBIS, Grade reports, SEL support for students, MTSS, 504 Plans, ESOL Program, Academic/ vocational counseling, Social-Emotional counseling, SIP, Restorative Practices Leadership Team member, guidance
Luley, Tracye	Attendance/ Social Work	Individual Social Emotional and group counseling
Therber, Christine	Paraprofessional	Parent Engagement/Title I IA

Early Warning Systems

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	1	13	13	11	17	8	5	68	
Attendance below 90 percent	0	0	0	0	0	0	1	9	8	4	8	2	1	33	
One or more suspensions	0	0	0	0	0	0	0	5	4	4	7	3	1	24	
Course failure in ELA or Math	0	0	0	0	0	0	0	1	1	1	1	2	0	6	
Level 1 on statewide assessment	0	0	0	0	0	0	1	4	8	6	10	2	2	33	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	7	8	5	8	4	1	33

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	1	2	1	2	0	0	6	

FTE units allocated to school (total number of teacher units)

8

Date this data was collected or last updated

Thursday 10/31/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
Students with two or more indicators															

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	59%	56%	0%	57%	53%
ELA Learning Gains	0%	52%	51%	0%	51%	49%
ELA Lowest 25th Percentile	0%	40%	42%	0%	42%	41%
Math Achievement	0%	48%	51%	0%	48%	49%
Math Learning Gains	0%	49%	48%	0%	43%	44%
Math Lowest 25th Percentile	0%	45%	45%	0%	35%	39%
Science Achievement	0%	66%	68%	0%	67%	65%
Social Studies Achievement	0%	70%	73%	0%	67%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	1 (0)	13 (0)	13 (0)	11 (0)	17 (0)	8 (0)	5 (0)	68 (0)
Attendance below 90 percent	1 ()	9 ()	8 ()	4 ()	8 ()	2 ()	1 ()	33 (0)
One or more suspensions	0 (0)	5 (0)	4 (0)	4 (0)	7 (0)	3 (0)	1 (0)	24 (0)
Course failure in ELA or Math	0 (0)	1 (0)	1 (0)	1 (0)	1 (0)	2 (0)	0 (0)	6 (0)
Level 1 on statewide assessment	1 (0)	4 (0)	8 (0)	6 (0)	10 (0)	2 (0)	2 (0)	33 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	60%	-60%	54%	-54%
	2018	0%	63%	-63%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	15%	58%	-43%	52%	-37%
	2018	43%	56%	-13%	51%	-8%
Same Grade Comparison		-28%				
Cohort Comparison		15%				
08	2019	20%	63%	-43%	56%	-36%
	2018	24%	65%	-41%	58%	-34%
Same Grade Comparison		-4%				
Cohort Comparison		-23%				
09	2019	19%	62%	-43%	55%	-36%
	2018	0%	60%	-60%	53%	-53%
Same Grade Comparison		19%				
Cohort Comparison		-5%				
10	2019	13%	59%	-46%	53%	-40%
	2018	0%	61%	-61%	53%	-53%
Same Grade Comparison		13%				
Cohort Comparison		13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	67%	-67%	55%	-55%
	2018	0%	68%	-68%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	20%	62%	-42%	54%	-34%
	2018	38%	62%	-24%	54%	-16%
Same Grade Comparison		-18%				
Cohort Comparison		20%				
08	2019	7%	43%	-36%	46%	-39%
	2018	26%	41%	-15%	45%	-19%
Same Grade Comparison		-19%				
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	8%	53%	-45%	48%	-40%
	2018	20%	55%	-35%	50%	-30%
Same Grade Comparison		-12%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	20%	66%	-46%	67%	-47%
2018	0%	67%	-67%	65%	-65%
Compare		20%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	15%	74%	-59%	71%	-56%
2018	31%	73%	-42%	71%	-40%
Compare		-16%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	31%	71%	-40%	70%	-39%
2018	0%	70%	-70%	68%	-68%
Compare		31%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	14%	61%	-47%	61%	-47%
2018	10%	62%	-52%	62%	-52%
Compare		4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	8%	60%	-52%	57%	-49%
2018	0%	60%	-60%	56%	-56%
Compare		8%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

* Conflict Resolution : School based data shows the majority of referrals to the N/C ALC stem from drug or alcohol possession and physical altercations. Social Worker and School Counselor's meetings reveal students come to our school as they struggle to to manage their anger as well as physical and verbal aggression stemming from lack of coping and social skills.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

N/A

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

N/A

Which data component showed the most improvement? What new actions did your school take in this area?

N/A

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

*EWS - Attendance : chronic absenteeism combined with disciplinary factors. ALC students miss many days of school due to long term suspensions and chronic behavioral problems.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Conflict Resolution
2. Reducing Aggressive Behavior/Discipline
3. Chronic Absenteeism

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reducing Aggressive Behavior/Discipline
Rationale	School based data shows the majority of referrals to the N/C ALC stem from drug or alcohol possession and physical altercations. Social Worker and School Counselor's meetings reveal students come to our school as they struggle to manage their anger as well as physical and verbal aggression stemming from lack of coping and social skills.
State the measurable outcome the school plans to achieve	Decrease Intensity disruption to learn and teaching environment due to verbal and/or physical aggressive behaviors by 10%. Decrease number of full expulsions due to physical aggression during school hours and transportation to/ from home by 10%
Person responsible for monitoring outcome	Tracye Luley (luley.tracye@brevardschools.org)
Evidence-based Strategy	Trauma Informed Classroom Strategies PBIS Small Group Counseling
Rationale for Evidence-based Strategy	Successfully implementing Trauma Informed Classroom requires understanding of the dramatic impact of trauma on all development systems. Recent advancements in neuroscience have document previously unknown alterations in brain development, brain chemistry and brain activity as a result of abuse and trauma. A burgeoning body of research documents the fact that children who feel safe with their teachers have lowered levels of the stress chemical cortisol. If children feel safe and connected to their teachers, they will be able to learn. Insightful, informed teachers who understand and recognize the unique needs of their students coming from hard places have the capacity to open the doors of learning to them, and to become partners in creating safe, nurturing trauma-informed classrooms—the gateways to satisfying outcomes for their students.
Action Step	
Description	<ol style="list-style-type: none"> 1. Positive Behavior Support systems are improved centered around student interest inventories and a school store has been created for behavior management. 2. Trauma Informed Classroom training for all teachers/staff will improve skills on deescalation and avoidance of teacher-student conflict. 3. Small group counseling for students will provide proactive interventions, social skills and anger management strategies. 4. Family conflict resolution training will occur by Peace Education Center.
Person Responsible	Rebecca Tagye (tagye.rebecca@brevardschools.org)

#2	
Title	Chronic Attendance
Rationale	
State the measurable outcome the school plans to achieve	ALC students monthly attendance data will show a decrease in the number of unexcused absences by 10% or more.
Person responsible for monitoring outcome	Christine Therber (therber.christine@brevardschools.org)
Evidence-based Strategy	Effective monitoring system as data collection and monthly reviewing, truancy letters and home visits, Incentives to increase and motivate academic engagement and conflict resolution/ mediation to reduce anxiety and school refusal.
Rationale for Evidence-based Strategy	Based on the results of reviews of the existing literature, it is assumed that an effective student attendance program includes monitoring, prevention, and intervention activities. Monitoring activities should provide schools with accurate and timely information to effectively identify students who are most at-risk of becoming chronically absent.
Action Step	
Description	<ol style="list-style-type: none"> 1. P&FE IA will call parents/guardians of all absent students daily. 3. After 3 unexcused absences Administrator will make contact with parent/guardian. 4. After 5 unexcused absences P&FE IA will send district attendance letter home. 2. Truancy letters will be sent as a proactive attempt to notify parents of potential failure due to chronic absenteeism at the 8 day marker. 3. Truancy officer will be triggered at 8 days to visit student homes. 4. Conflict resolution skills will be taught via small groups as a proactive approach to keep students engaged in school and decrease absenteeism.
Person Responsible	Rebecca Tagye (tagye.rebecca@brevardschools.org)

#3	
Title	Conflict Resolution
Rationale	* Conflict Resolution : School based data shows the majority of referrals to the N/C ALC stem from drug or alcohol possession and physical altercations. Social Worker and School Counselor's meetings reveal students come to our school as they struggle to manage their anger as well as physical and verbal aggression stemming from lack of coping and social skills.
State the measurable outcome the school plans to achieve	Reduction in disciplinary referrals and out of school suspension days by 10%
Person responsible for monitoring outcome	Rebecca Tagye (tagye.rebecca@brevardschools.org)
Evidence-based Strategy	Conflict Resolution- Peer Mediation and communication skills such as listening, turn-taking, identifying needs, and separating facts from emotions.
Rationale for Evidence-based Strategy	Peace education programs centered on conflict resolution typically focus on the social-behavioral symptoms of conflict, training individuals to resolve inter-personal disputes through techniques of negotiation and (peer) mediation. Learning to manage anger, "fight fair" and improve communication through skills such as listening, turn-taking, identifying needs, and separating facts from emotions, constitute the main elements of these programs. Participants are also encouraged to take responsibility for their actions and to brainstorm together on compromises.
Action Step	
Description	<ol style="list-style-type: none"> 1. Training for students and teachers on Conflict Mediation and Resolution by the Peace Education Center. 2. Acquire training materials: Mediation to Get to Win-Win! and Fighting Fair for all grade levels served. 3. Small group counseling with subgroups of students based on situational needs such as fighting, substance abuse, sexual offenses etc. Additionally, counseling will by grade level subgroups to reduce recidivism rates. 4. Train staff members on curriculum for Peer Mediation. 5. Train and practice with students to be effective peer mediators. 6. Peace Education Center will train parents/families and some ALC staff to resolve conflicts at home.
Person Responsible	Rebecca Tagye (tagye.rebecca@brevardschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In order to increase parental involvement workshops will be planned throughout the year to address issues such as family conflict, poor attendance, academic progress, and how parents can assist their students in preparing for statewide testing.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

There will be a continuous effort to recruit Partners in Education in order to encourage businesses and others in the community to engage with the faculty, staff, and students at school. Parent workshops on topics such as Family Conflict, preparing students for statewide assessments, and continuous outreach and parent conferences on an as needed and ongoing basis.

PFEP Link

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

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.

Social Worker and Eckerd Connect Social Worker conduct small counseling groups weekly and also individual counseling to address students' social-emotional needs and academic support. Administrator, social workers and school counselor meet with students based need to facilitate peer mediation and conflict resolution.

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

Students meet with school counselor and/ or school administrators to review students' academic history and put in place appropriate support system and interventions to address students' success while attending N/C ALC. The Administrator, ESE team (ESE teacher, ESE support specialist and psychologist) and the school counselor maintain communication with students' home schools to appropriately implement individualized educational plans, behavior functional plans and 504 plans. school administrator, school counselor communicates with home school to obtain information on students' academic and behavior needs during the transition to and from N/C ALC and Home schools.

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.

*Eckerd Connect Partnership- Meets with students twice weekly in small groups to teach strategies and provide interventions as well as individual counseling of students that have signed up.

*Peace Education Partnership- 2 full day trainings for staff, 2 additional follow up with staff and parent training on Conflict Resolution in order to reduce aggressive behaviors.

Weekly Small Counseling groups- Brevard Social Worker meets with students weekly in small groups to teach strategies and provide interventions as well as individual services as needed.

Weekly MTSS Team monthly meetings- team meets to discuss behaviors as well as academics. Work to find strategies that work for students, change as needed and interventions that may work for success.

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

School counselor reviews graduation credit requirements to identify the students' academic needs and develops a course of action for the future to be successful post graduation. She will also help with the FASFA Process in October for each Senior.