South Area Alternative Learning Center

2019-20 Schoolwide Improvement Plan

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South Area Alternative Learning Center

2175 N WICKHAM RD, Melbourne, FL 32935

[no web address on file]

Demographics

Principal: Mary Bland G   Start Date for this Principal: 8/13/2019

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	No
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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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Pathways at Pine Grove will foster a positive, safe environment in which to promote students' personal and academic success.

Provide the school's vision statement.

Providing students with the skills and motivation for success.

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
Sejeck, Shannon	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
Guerao, Sonia	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

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	0	12	10	22	10	9	2	65
Attendance below 90 percent	0	0	0	0	0	0	0	9	10	17	8	7	1	52
One or more suspensions	0	0	0	0	0	0	0	11	10	16	8	8	1	54
Course failure in ELA or Math	0	0	0	0	0	0	0	4	8	18	4	4	1	39
Level 1 on statewide assessment	0	0	0	0	0	0	0	8	10	11	3	5	2	39

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	9	3	18	7	8	1	46

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	8	4	18	2	5	2	39
Students retained two or more times	0	0	0	0	0	0	0	5	1	4	1	2	0	13

FTE units allocated to school (total number of teacher units)
7

Date this data was collected or last updated
Wednesday 10/9/2019

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	9	14	14	8	8	1	54
One or more suspensions	0	0	0	0	0	0	9	19	23	42	29	19	7	148
Course failure in ELA or Math	0	0	0	0	0	0	6	16	17	33	26	11	1	110
Level 1 on statewide assessment	0	0	0	0	0	0	7	14	14	11	7	5	2	60

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	19	23	42	29	19	7	139

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	0 (0)	12 (0)	10 (0)	22 (0)	10 (0)	9 (0)	2 (0)	65 (0)
Attendance below 90 percent	0 ()	9 ()	10 ()	17 ()	8 ()	7 ()	1 ()	52 (0)
One or more suspensions	0 (0)	11 (0)	10 (0)	16 (0)	8 (0)	8 (0)	1 (0)	54 (0)
Course failure in ELA or Math	0 (0)	4 (0)	8 (0)	18 (0)	4 (0)	4 (0)	1 (0)	39 (0)
Level 1 on statewide assessment	0 (0)	8 (0)	10 (0)	11 (0)	3 (0)	5 (0)	2 (0)	39 (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 area 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	6%	58%	-52%	52%	-46%
	2018	14%	56%	-42%	51%	-37%
Same Grade Comparison		-8%				
Cohort Comparison		6%				
08	2019	19%	63%	-44%	56%	-37%
	2018	32%	65%	-33%	58%	-26%
Same Grade Comparison		-13%				
Cohort Comparison		5%				
09	2019	24%	62%	-38%	55%	-31%
	2018	0%	60%	-60%	53%	-53%
Same Grade Comparison		24%				
Cohort Comparison		-8%				
10	2019	0%	59%	-59%	53%	-53%
	2018	0%	61%	-61%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

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	25%	62%	-37%	54%	-29%
	2018	10%	62%	-52%	54%	-44%
Same Grade Comparison		15%				
Cohort Comparison		25%				
08	2019	7%	43%	-36%	46%	-39%
	2018	0%	41%	-41%	45%	-45%
Same Grade Comparison		7%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	14%	53%	-39%	48%	-34%
	2018	30%	55%	-25%	50%	-20%
Same Grade Comparison		-16%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	31%	66%	-35%	67%	-36%
2018	0%	67%	-67%	65%	-65%
Compare		31%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	8%	74%	-66%	71%	-63%
2018	8%	73%	-65%	71%	-63%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	50%	71%	-21%	70%	-20%
2018	46%	70%	-24%	68%	-22%
Compare		4%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	20%	61%	-41%	61%	-41%
2018	23%	62%	-39%	62%	-39%
Compare		-3%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	40%	60%	-20%	57%	-17%
2018	33%	60%	-27%	56%	-23%
Compare		7%			

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 ALC stem from drug or alocohol possession, physical altercations, or weapon possession. Guidance Counselor meetings reveal students come to our facility with much anger expressed 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. Drug Counseling
3. Reducing Aggressive Behavior
4. Chronic Abseentism

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Conflict Resolution
Rationale	* Conflict Resolution : school based data shows the majority of referrals to the ALC stem from drug or alocohol possession, physical altercations, or weapon possession. Guidance Counselor meetings reveal students come to our facility with much anger expressed 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%. (Insert actual numbers if you have them)
Person responsible for monitoring outcome	Shannon Sejeck (sejeck.shannon@brevardschools.org)
Evidence-based Strategy	Conflict Resolution - Peer Mediations 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	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	Shannon Sejeck (sejeck.shannon@brevardschools.org)

#2	
Title	Drug Counseling
Rationale	School based data shows the majority of referrals to the ALC stem from drug or alcohol possession, physical altercations, or weapon possession.

State the measurable outcome the school plans to achieve	The number of students that are successfully able to complete the Earn-Return program and pass their drug test will increase.
Person responsible for monitoring outcome	Sonia Guerao (guerao.sonia@brevardschools.org)
Evidence-based Strategy	Drug counseling and self-awareness strategies. A Prevention Specialist will be using evidence-based resources, including Too Good For Drugs, to strengthen each student and to enhance knowledge of making good choices at school, at home, and in the community.
Rationale for Evidence-based Strategy	Eckerd Connects research shows that program completion leads to 98% of students showing social improvements, 90% and 90% post program success. Source: https://eckerd.org/about-us/our-story/by-the-numbers/

Action Step	
Description	1. Eckerd Connect is providing the ALC with a social worker that will counsel identified students on substance abuse, and alcohol awareness twice a week in a small group setting. 2. Students will be drug screened during 3 intervals to progress monitor the impact of counseling and to drive next steps. 3. Daily peer counseling classes will assist students to develop coping skills to avoid substance abuse and improve communication in relationships with parents/peers. 4. Implement Eckerd Connect Campaign "I Choose Me" which is a proactive self-esteem-based approach to prevent students from choosing drugs and other substances. 5. A Prevention Specialist will be using evidence-based resources, including Too Good For Drugs, to strengthen each student and to enhance knowledge of making good choices at school, at home, and in the community.
Person Responsible	Sonia Guerao (guerao.sonia@brevardschools.org)

#3	
Title	Reduction of Aggressive Behaviors
Rationale	School based data shows the majority of referrals to the ALC stem from drug or alcohol possession, physical altercations, or weapon possession. Guidance Counselor meetings reveal students come to our facility with much anger expressed 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	Shannon Sejeck (sejeck.shannon@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	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	Sonia Guerao (guerao.sonia@brevardschools.org)

#4	
Title	Chronic Absenteeism
Rationale	ALC students miss many days of school due to long term suspensions and chronic behavioral problems and lack of engagement..

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	Shannon Sejeck (sejeck.shannon@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	1. Principal will conduct home visits on an as needed basis as students accumulate 5 or more absences. 2. Truancy letters will be sent as a proactive attempt to notify parents of potential failure due to chronic absenteeism at the 7 day marker. 3. Truancy officer will be triggered at 7 days to visit student homes. 4.. Reward students who maintain an attendance rate of 90% or better with incentives based on student motivational inventories. Also reward students with 100% attendance rate with a perfect attendance assembly and other recognitions. 5. Recognize homerooms with the best attendance record on a quarterly basis. 6. Conflict resolution skills will be taught via small groups as a proactive approach to keep students engaged in school and decrease absenteeism.
Person Responsible	Shannon Sejeck (sejeck.shannon@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, § 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, inviting parents to awards ceremonies such as Honor Breakfasts, and conducting home visits 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.

School counselor and social Eckerd Connect social worker conduct small counseling groups weekly and also individual counseling to address students' social-emotional needs and academic support. School Assistant principal, 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 SALC. The Assistant principal. 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 SALC 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
*Peace Education Partnership
Weekly Small Counseling groups
Weekly MTSS meetings

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

Guidance counselor reviews graduation credit requirements to identify the students' academic needs and develops a course of action for the future to be successful postgraduation.