

Brevard Public Schools

# North/Central Area Alternative Learning Center



2020-21 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: 7/27/2019

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

### 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](http://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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<b>Planning for Improvement</b>	<b>13</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## North/Central Area Alternative Learning Center

301 GROVE BLVD, Merritt Island, FL 32953

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	%
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

### School Board Approval

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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, position title, and job duties/responsibilities 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

## Demographic Information

### Principal start date

Saturday 7/27/2019, Mary Bland

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

### Total number of teacher positions allocated to the school

8

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
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<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
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<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	3	1	3	2	0	2	11
Attendance below 90 percent	0	0	0	0	0	0	0	2	0	2	0	0	2	6
One or more suspensions	0	0	0	0	0	0	0	2	1	2	1	0	1	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	1	1	0	0	0	1	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	1	0	0	1	0	0	2
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	2	0	0	0	0	1	3

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	3	1	2	1	0	1	8

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	2	0	1	1	0	1	5
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/10/2020

### Prior Year - As Reported

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	
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	

**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		
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	

## 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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.**

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%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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	

ESSA 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.**

Restorative Practices : 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. In turn being able to restore relationships when they have mistreated another.

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

NA

**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.**

Because of being an Alternative Site and not the regular academic site, we cannot compare our site with the state average with fidelity.

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

NA

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

\*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. Restorative Practices
2. Positive Behavior Intervention Support
3. Growth Mindset
4. Chronic Absenteeism

## Part III: Planning for Improvement

**Areas of Focus:****#1. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

**Area of Focus Description and Rationale:** \* Positive Behavior Intervention and Supports : 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.

**Measurable Outcome:** 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:** PBIS- Postivie communication skills such as listening, turn- taking, identifying needs, and separating facts from emotions.

**Rationale for Evidence-based Strategy:** A growing body of research shows that schools can prevent bullying – and ensure that all kids go to school each day without fear of being physically hurt or socially targeted. N/C Alternative Learning Center leveraged the widely used school-wide prevention framework known as "Schoolwide Positive Behavioral Interventions and Supports," which aims to improve school climate and student behavior across a range of outcomes like discipline and academics.

**Action Steps to Implement**

1. Training for students on PBIS by PBIS Coach and Team Leader.
2. Teacher will develop and implement with fidelity the PBIS expectations for the school as well as their classrooms.
3. PBIS World will be reviewed as a tool for behaviors displayed.
4. 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.
5. Train and practice with students hold positive conversations and recognize the positive around them.
- 6 .Parents/Guardians will be trained in PBIS during our virtual Title I night in October.
7. Identify students with ELA learning gaps and supplementing their instruction with CARES/ASP funded support.
8. MTSS meetings will be held on Friday's as this is key to resolving attendance/academic issues and involve expertise of teacher, specialists etc.

**Person Responsible** Rebecca Tagye (tagye.rebecca@brevardschools.org)

**#2. Culture & Environment specifically relating to Social Emotional Learning**

<b>Area of Focus Description and Rationale:</b>	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.
<b>Measurable Outcome:</b>	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%
<b>Person responsible for monitoring outcome:</b>	Tracye Luley (luley.tracye@brevardschools.org)
<b>Evidence-based Strategy:</b>	Trauma Informed Classroom Strategies PBIS Growth Mindset Small Group Counseling Individual Counseling Home Visits
<b>Rationale for Evidence-based Strategy:</b>	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 Steps to Implement**

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 de-escalation and avoidance of teacher-student conflict.
3. Small group counseling for students will provide proactive interventions, social skills and anger management strategies.
4. Family restorative practice training will occur during our Title I virtual evening in October.
5. MTSS meetings will be held on Friday's as this is key to resolving attendance/academic issues and involve expertise of teacher, specialists etc.
6. Will purchase laptop computers for students who are eLearning and don't have access to a computer and gives brick & mortar students flexibility to work in multiple areas when struggling with behavior in the classroom. (T)
7. Growth mindset training for staff, students and families will improve the frame of mind/ belief system, we adopt to process incoming information. People with a growth mindset look at challenges and change as a

motivator to increase effort and leaning.

8. Will purchase blended learning materials to teach about social/emotional topics. Anger mgmt., stress relief and depression workbooks. (T)

9. School will purchase multiple copies of Fighting Invisible Tiger books for classroom. (T)

**Person Responsible** Rebecca Tagye (tagye.rebecca@brevardschools.org)

### #3. Culture & Environment specifically relating to Student Attendance

**Area of Focus**  
**Description and Rationale:** ALC students monthly attendance data will show a decrease in the number of unexcused absences by 10% or more.

**Measurable Outcome:** 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 Steps to Implement

1. P&FE IA will call parents/guardians of all absent students daily. (T)
2. For students that improve their attendance we will implement a new system that will have incentives for students that improve their attendance. These items will be purchased with Title I or PBIS funds. (T)
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. (T)
5. Truancy letters will be sent as a proactive attempt to notify parents of potential failure due to chronic absenteeism at the 8 day marker.
6. Truancy officer will be triggered at 8 days to visit student homes.
7. Conflict resolution skills will be taught via small groups as a proactive approach to keep students engaged in school and decrease absenteeism.
8. MTSS meetings will be held on Friday's as this is key to resolving attendance/academic issues and involve expertise of teacher, specialists etc.
9. Will purchase laptop computers for students who are eLearning and don't have access to a computer, which will help with attendance. (T)
10. Identify students with ELA learning gaps and supplementing their instruction with CARES/ASP funded support.

**Person Responsible** Rebecca Tagye (tagye.rebecca@brevardschools.org)



## Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**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: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

In alignment with the BPS strategic plan, Goal 1, Obj 3 (Provide equitable supports in a safe learning environment for every student's social, emotional, and behavioral development.) the following will be implemented:

- \*We work with parent/guardians, community and student input through surveys. Teachers and support staff give input through PBIS, PD and Faculty meetings.
- \*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.
- \*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.
- \*Although main focus of ALC is related to behaviors we have employed an IA to support students struggling in reading. (T)

### Parent Family and Engagement Plan (PFEP) Link

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