

Brevard Public Schools

South Area Alternative Learning Center



2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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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South Area Alternative Learning Center

2175 N WICKHAM RD, Melbourne, FL 32935

[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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Pathways at Pine Grove is to empower students with academic and social-emotional strategies in order to promote their academic and personal success.

Provide the school's vision statement.

All Pathways at Pine Grove students will achieve personal success and become lifelong learners and productive citizens.

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
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

Demographic Information

Principal start date

Tuesday 8/13/2019, Mary Bland G

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.*

0

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.*

2

Total number of teacher positions allocated to the school

8

Demographic Data

2020-21 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
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SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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Year	
Support Tier	
ESSA Status	
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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	0	1	2	4	2	2	1	12
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	1	4	2	1	1	10
One or more suspensions	0	0	0	0	0	0	0	0	1	2	3	2	2	1	11
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	1	0	0	1	2
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1

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	1	1	3	2	1	1	9

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	1	0	1	2	0	0	4	
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

Friday 9/18/2020

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	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

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	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

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	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
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 Alternative Learning Center stem from drug or alcohol possession, physical altercations, or weapons possessions.

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?

*EWS - Attendance: chronic absenteeism combined with disciplinary factor. Alternative Learning Center 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 chronic classroom disruptions
4. Chronic Absenteeism
5. Recidivism

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus
Description and Rationale: The South Alternative Learning Centers data reveals that a significant number of referrals stem from verbal and physical altercations, threats and intimidation. Coping skills development will assist the students' in transitioning back into their schools of choice.

Measurable Outcome: If the conflict resolution strategies are conducted with fidelity then the South Alternative Learning Center's out of school suspension based on these infractions will be reduced by 10% by the end of the 2020-2021 academic year.

Person responsible for monitoring outcome: Shannon Sejeck (sejeck.shannon@brevardschools.org)

Evidence-based Strategy: Conflict Mediation and Resolution strategies, 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 Steps to Implement

1. Implementation of Conflict Mediation and Resolution curriculum from the Peace Education Center.
2. Individual and small group counseling with subgroups of student based on situational needs such as fighting, substance abuse, sexual offenses etc. Additionally, counseling will be by grade level subgroups to reduce recidivism rates.
3. Continue to train staff members on curriculum for peer mediation.
4. Train and practice with students on curriculum for Peer Mediation.
5. The Peace Education Center will train parents/families and some South Alternative Learning Center staff to resolve conflicts at home.

Person Responsible Shannon Sejeck (sejeck.shannon@brevardschools.org)

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

Area of Focus
Description and Rationale: The South Alternative Learning Center's data demonstrates that drug and alcohol infractions are statistically significant. Substance abuse counseling will establish the grounds for students' rehabilitation and their transition back into their schools of choice.

Measurable Outcome: If the student completes the substance abuse earned return criteria then the South Alternative Learning Center's drug and alcohol possession referral rates will decrease by 10% by the end of the 2020-2021 academic year.

Person responsible for monitoring outcome: Sonia Guerao (guerao.sonia@brevardschools.org)

Evidence-based Strategy: Drug counseling and self-awareness strategies will be implemented. A prevention specialist will be using evidence-based resources, including Too Good For Drugs, to strengthen each student and enhance knowledge of making good choices at school, home, and in the community.

Rationale for Evidence-based Strategy: Eckerd Connects research indicates that program completion leads to 98% of students showing social improvements and 90% post program success rate.
 Source: <https://eckerd.org/about-us/our-story/by-the-numbers/>

Action Steps to Implement

1. Eckerd Connect is providing the South Alternative Learning Center 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 two 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 and 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, home, and in the community.

Person Responsible: Sonia Guerao (guerao.sonia@brevardschools.org)

#3. Culture & Environment specifically relating to Academics

Area of Focus Description and Rationale:	School based data indicates a significant number of referrals from classroom teachers at the South Alternative Learning Center stem from chronic classroom disruptive behaviors in the form of verbal aggression such as profane/vulgar language directed at staff and fellow students, physical aggression, threats, and intimidation. This results in low student motivation and poor academic engagement.
Measurable Outcome:	At the end of the 2020-2021 school year school wide data will indicate a reduction in disciplinary referrals by 10% and equivalent increase in student academic engagement.
Person responsible for monitoring outcome:	Shannon Sejeck (sejeck.shannon@brevardschools.org)
Evidence-based Strategy:	Incorporating a hydroponic garden, bee hives, and social-emotional learning Trauma Informed Classroom Strategies One-to-One Technology
Rationale for Evidence-based Strategy:	Successfully implementing Trauma Informed Classroom requires understanding of the dramatic impact of trauma on all developmental systems. 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. Ruiz-Gallardo et al. (2013) stated, "The garden-based learning experience for students with disruptive behaviors shows evidence of a progressive overall increase in academic success and a reduction in disruptive episodes.

Action Steps to Implement

1. Trauma informed Classroom training has been completed by all teachers and will continue to be utilized to improve deescalation skills and to reduce student/teacher conflicts that lead to out of school suspensions and expulsions.
2. Lessons for students and professional development for teachers on the benefits of hydroponic gardening.
3. Acquire hydroponic gardening materials to establish garden.
4. Ongoing progress monitoring from students' surveys and discipline data.
5. Share ongoing data and feedback with staff.
6. Acquiring beehives and learning bee keeping skills
7. School will use Title 1 funds to provide students with 1 to 1 technology to support the academic curriculum

Person Responsible Shannon Sejeck (sejeck.shannon@brevardschools.org)

#4. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Student attendance records at the South Alternative Learning Center indicate high levels of absenteeism due to extended suspensions, lack of engagement, low socio-economic status, transportation related issues, and access to resources for basic needs. Increase in attendance rates will assist in establishing better rapport, academic and personal success.

Measurable Outcome: If the evidence-based strategies are conducted with fidelity then reported unexcused absences will decrease by 5% by the end of the 2020-2021 academic year.

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 to reduce anxiety and school refusal.

Rationale for Evidence-based Strategy: Based on the results of reviews of 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. The Assistant Principal and School Social Worker will conduct home visits on an as needed basis.
2. Truancy letters will be sent as a proactive attempt to notify parents of potential failure due to chronic absenteeism.
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.
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.
7. PBIS - Phoenix Canteen (school store) and Phoenix Fridays
7. School market

Person Responsible Shannon Sejeck (sejeck.shannon@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 school year to address issues such as family conflict, poor attendance, academic progress, and how parents can assist their students students in preparing for state-wide test. These family engagement nights will be offered on-site and through virtual meetings utilizing the Zoom platform.

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.

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 state-wide assessments, inviting parents to awards ceremonies such as Honor Roll Breakfasts, and conducting home visits and parent conferences on an as needed and ongoing basis.

Parent Family and Engagement Plan (PFEP) Link

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