North/Central Area Alternative Learning Center

2021-22 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

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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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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)	**2020-21 Title I School**	**2020-21 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

School Board Approval

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SIP Authority

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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	Position 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	Parent Engagement Liaison	Parent Engagement/Title I/Classroom 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.*
1

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.*
1

Total number of teacher positions allocated to the school
8

Total number of students enrolled at the school
60

Identify the number of instructional staff who left the school during the 2020-21 school year.
1

Identify the number of instructional staff who joined the school during the 2021-22 school year.
2

Demographic Data

Early Warning Systems

2021-22

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	7	10	13	6	4	2	42
Attendance below 90 percent	0	0	0	0	0	0	0	6	10	6	3	2	0	27
One or more suspensions	0	0	0	0	0	0	0	7	9	11	6	4	1	38
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	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2021 FSA ELA	0	0	0	0	0	0	0	2	5	4	4	2	0	17
Level 1 on 2021 FSA MATH	0	0	0	0	0	0	0	3	1	8	2	2	0	16

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	6	9	10	5	3	0	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	5	3	2	1	0	1	12
Students retained two or more times	0	0	0	0	0	0	0	2	3	2	1	0	0	8

Date this data was collected or last updated

Friday 8/20/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					59%	56%		58%	56%
ELA Learning Gains					52%	51%		53%	53%
ELA Lowest 25th Percentile					40%	42%		44%	44%
Math Achievement					48%	51%		50%	51%
Math Learning Gains					49%	48%		46%	48%
Math Lowest 25th Percentile					45%	45%		43%	45%
Science Achievement					66%	68%		67%	67%
Social Studies Achievement					70%	73%		70%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	0%	60%	-60%	54%	-54%
Cohort Comparison						
07	2021					
	2019	15%	58%	-43%	52%	-37%
Cohort Comparison		0%				
08	2021					
	2019	20%	63%	-43%	56%	-36%
Cohort Comparison		-15%				
09	2021					
	2019	19%	62%	-43%	55%	-36%
Cohort Comparison		-20%				
10	2021					
	2019	13%	59%	-46%	53%	-40%
Cohort Comparison		-19%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	0%	67%	-67%	55%	-55%
Cohort Comparison						
07	2021					
	2019	20%	62%	-42%	54%	-34%
Cohort Comparison		0%				
08	2021					
	2019	7%	43%	-36%	46%	-39%
Cohort Comparison		-20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	8%	53%	-45%	48%	-40%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	20%	66%	-46%	67%	-47%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	15%	74%	-59%	71%	-56%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	31%	71%	-40%	70%	-39%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	14%	61%	-47%	61%	-47%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	8%	60%	-52%	57%	-49%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Student enrollment is transitional.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

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 Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We have seen trends at ALC when it comes to lack of attendance. Students that miss multiple days a nine week period tend to fail one or more courses due to being behind.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

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 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.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

When students come to ALC they are typically upset/angry. Having high tensions and lack of coping and social skills have caused students to lash out at adults and peers. By utilizing Restorative Practices this will continue to teach students to learn to restore relationships.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data that improved the most was the attendance data. Typically, the Alternative Learning Center's attendance is low, last year our data improved drastically.

What were the contributing factors to this improvement? What new actions did your school take in this area?

This was due to the home visits that we were able to conduct and the relationships we built with the families.

What strategies will need to be implemented in order to accelerate learning?

Implementing Edgeunity program.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The staff attended the Edgeunity training during pre-planning. The training was to provide opportunities for staff to ask questions and offer support for the new program.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional Services that have been implemented this year is group and individual meetings with the school counselor to come up with short and long term goals with graduation being one of the goals. The focus group will be those that have been retained 2 or more times to begin with.

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%.
Monitoring:	PBIS- Positive communication skills such as listening, turn- taking, identifying needs, and separating facts from emotions.
Person responsible for monitoring outcome:	Rebecca Tagye (tagye.rebecca@brevardschools.org)
Evidence-based Strategy:	PBIS- Positive 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. SCOPE Magazine will be ordered for the Reading class, this magazine offers current issues related to students in our age groups.
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	
Area of Focus Description and Rationale:	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.
Measurable Outcome:	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%
Monitoring:	As part of the circle, the students have progress monitoring questions to evaluate their progress toward meeting their goals.
Person responsible for monitoring outcome:	Tracye Luley (luley.tracye@brevardschools.org)
Evidence-based Strategy:	Trauma Informed Classroom Strategies PBIS Growth Mindset Small Group Counseling Individual Counseling Home Visits
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 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 stucents who are Blended Learning 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. Will purchase supplemental resources for teachers to support PBIS, Restorative Practices and Trauma Informed Classroom. SCOPE Magazine will be ordered for the Reading class, this magazine offers current issues related to students in our age groups.

8. 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.

Person Responsible   Tracye Luley (luley.tracye@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. WHAT IS CURRENT NUMBER OF UNEXCUSED? MAKE THE CONNECTION
Measurable Outcome:	ALC students monthly attendance data will show a decrease in the number of unexcused absences by 10% or more.
Monitoring:	Run Attendance reports monthly.
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. SCOPE Magazine will be ordered for the Reading class, this magazine offers current issues related to students in our age groups.

Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

There is no data available for our site.

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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.

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Describe how the school addresses building a positive school culture and environment.

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)

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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.

The school engages families, students. and all faculty in a shared understanding of academic and behavioral expectations as well as high-quality instruction.

Teachers communicate high expectations for all students. Teachers meet in PLCs weekly to routinely examine disaggregated data to look for themes/patterns among student groups. This data and the following, discipline referrals or incident reports, in and out-of-school suspension and attendance also forms the basis for discussions of what's working (or not) for particular groups within a school and What needs to be done.

The school provides orientation for new teachers and ongoing support from a mentor teacher. Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom.

Students meet in small groups to learn strategies to get them through life.

The administration ensures that teachers have resources, training, and ongoing support to meet them and provides frequent, constructive feedback, and actively makes themselves available to teachers and staff. The leadership team actively solicits staff feedback on school-wide procedures and creates opportunities for teachers to assume leadership roles.

A clear code of conduct for students and teachers has been created. Such as, establishing specific strategies, but attainable for reducing disproportionate discipline with staff, student, and family input. Implementing evidence-based alternatives to exclusionary discipline (e.g., restorative practices and positive behavioral supports) and provide ongoing training and feedback to teachers on implementing these approaches.