South Area Alternative Learning Center

2021-22 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
2020-21 Title I School	No
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.](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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2175 N WICKHAM RD, Melbourne, FL 32935

[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

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

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	Position 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 with the SRO on school related security issues that may arise Any and all duties assigned by the Director School Improvement Plan

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

Total number of students enrolled at the school

42

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

3

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

3

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	12	10	8	4	1	42
Attendance below 90 percent	0	0	0	0	0	0	0	5	8	8	6	1	1	29
One or more suspensions	0	0	0	0	0	0	0	6	12	7	8	4	1	38
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in Math	0	0	0	0	0	0	0	0	3	0	1	0	0	4
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 statewide FSA ELA	0	0	0	0	0	0	0	5	7	4	1	1	1	19
Level 1 on 2021 statewide FSA Math	0	0	0	0	0	0	0	4	6	4	4	2	1	21

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	5	8	5	5	2	1	26

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	6	0	1	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	2	8	0	0	0	0	10

Date this data was collected or last updated

Tuesday 8/24/2021

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	1	2	4	2	2	1	12
Attendance below 90 percent	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	1	2	3	2	2	1	11
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 ELA assessment	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	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

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	1	2	4	2	2	1	12
Attendance below 90 percent	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	1	2	3	2	2	1	11
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 ELA assessment	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	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

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	6%	58%	-52%	52%	-46%
Cohort Comparison		0%				
08	2021					
	2019	19%	63%	-44%	56%	-37%
Cohort Comparison		-6%				
09	2021					
	2019	24%	62%	-38%	55%	-31%
Cohort Comparison		-19%				
10	2021					
	2019	0%	59%	-59%	53%	-53%
Cohort Comparison		-24%				

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	25%	62%	-37%	54%	-29%
Cohort Comparison		0%				
08	2021					
	2019	7%	43%	-36%	46%	-39%
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	14%	53%	-39%	48%	-34%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	31%	66%	-35%	67%	-36%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	8%	74%	-66%	71%	-63%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	50%	71%	-21%	70%	-20%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	20%	61%	-41%	61%	-41%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	40%	60%	-20%	57%	-17%

Grade Level Data Review - Progress Monitoring Assessments

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

Reading Plus 6-12, MAPS testing 6-12

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

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

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

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

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

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

School based data shows that the majority of the students at the South Alternative Learning Center are working significantly below grade level in both English/Language Arts and Mathematics.

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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.

N/A

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

N/A

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	The majority of referrals at the SALC reveals a significant number stem from willful disobedience, classroom disruption, profane language and verbal confrontation.The social emotional learning curriculum will assist students in developing the coping skills necessary to transition back to their home schools.
Measurable Outcome:	When completing the social emotional learning lessons with fidelity, the SALC will reduce out of school suspensions by 10% by the end of the 2021-2022 academic year.
Monitoring:	This area of focus will be monitored through weekly classroom walkthroughs and MTSS.
Person responsible for monitoring outcome:	Shannon Sejeck (sejeck.shannon@brevardschools.org)
Evidence-based Strategy:	The SALC will continue to implement the Peace Education, Conflict Resolution Curriculum to target the following social emotional learning skills: conflict resolution, decision-making, "fighting fair", anger management,
Rationale for Evidence-based Strategy:	SEL interventions that address CASEL's five core competencies increased students' academic performance by 11 percentile points, compared to students who did not participate in such SEL programs. Students participating in SEL programs also showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school (CASEL, 2021).

Action Steps to Implement

1. Implementing the SEL curriculum from the Peace Education Center bi-weekly.
2. Individual and Small group counseling based on situational needs.
3. Continuous training of SEL curriculum
4. Ongoing monitoring of fidelity of implementation
5. Conduct SEL lessons with parents/families to resolve conflicts at home.

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

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	The majority of disciplinary referrals at the SALC are a result of willful disobedience, classroom disruption, inappropriate language and verbal confrontation. This results in low academic performance and poor relationships with administration, teachers and students.
Measurable Outcome:	When implementing PBIS with fidelity, disciplinary referrals will decrease by 10%.
Monitoring:	Successful implementation of PBIS will require ongoing support and monitoring through discipline reports,
Person responsible for monitoring outcome:	Shannon Sejeck (sejeck.shannon@brevardschools.org)
Evidence-based Strategy:	SALC will implement best practices related to PBIS to include the following: check in conferences with students, token system, and choice activities. Analysis of data collection and analysis to inform individualized success planning.
Rationale for Evidence-based Strategy:	"Research where PBIS elements (outcomes data, systems and practices) were adapted for AE (alternative education) implementation suggest that implementing intensified practices within a PBIS framework may result in positive outcomes for youth educated within AE settings, including increase in in appropriate behavior, decreases in problem behaviors and decreases in use of crisis-emergency responses such as restraint." (Farkas, Simonsen, Migdole, Donovan, Clemens,& Cicchese, 2011; Kalke, Glanton, & Cristalli, 2007; Miller, George, & Fogt, 2005;Simonsen, Young, & Britton, 2010).

Action Steps to Implement

1. Establish schoolwide expectations for PBIS
2. Train teachers and staff how to progress monitor kids behaviors
3. Secure funding for PBIS rewards
4. Establish system for PBIS rewards tracking
5. Accurate tracking of behaviors through RTIB

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

#3. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	Academic data at the SALC indicates a lack of proficiency in all academic areas. Small group instruction during designated academic recovery days will increase student achievement in all academic areas and prepare them for a successful return to their home schools.
Measurable Outcome:	By the end of the 2021-2022 schoolyears, student achievement in all areas will increase by 10% upon implementing small group instruction in the classroom and during academic recovery Friday's.
Monitoring:	Successful implementation of small group instruction will be monitored through classroom walkthroughs, and weekly grade reports.
Person responsible for monitoring outcome:	Shannon Sejeck (sejeck.shannon@brevardschools.org)
Evidence-based Strategy:	Small group instruction will assist in targeting areas of improvement and provide students with the interventions necessary to improve in all academic areas.
Rationale for Evidence-based Strategy:	"Remedial instruction can significantly enhance low-SES & low-math students' interest and confidence in mathematics learning, due to the fact that an opportunity to learn was presented to these students. It seems reasonable to believe that the opportunity to learn not only plays a key role in promoting low-SES & low-math students' performance, but also in enhancing their interest and confidence in mathematics learning (Hiebert & Grouws, 2007; Stein et al., 2007). If we provide sufficient learning opportunities to low-SES & low-math students, they are most likely to learn just as well as general students. Fourth, this study also found that small group collaboration provided low-SES & low-math students more opportunities to discuss and share their thinking with peers. During small group instruction, low-SES & low-math students were able to solve problems together and learn from each other, consistent with the findings of previous studies" (Fraivillig, 2001; Yang & Wu, 2010).

Action Steps to Implement

1. Train teachers in providing small group instruction supports in the classroom.
2. Plan for an hour of academic recovery bi-weekly.
3. Identify students and provide them with the academic supports.
4. Review grades weekly to determine additional supports.

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.

No data for SALC appears in this data base.

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.

Continuous community involvement through Partners in Educations allows us to successfully implement PBIS supports at the SALC. Additionally these partnerships also support teachers and staff and contribute to overall school improvement. Activities such as the honor roll breakfast and PBIS Friday's continuously improve relationships among students, teachers, and staff.

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

Our stakeholders are crucial in promoting a positive school culture and environment. A combination of community members and parents provide regular donations, and a variety of experiences that promote student achievement at the SALC. These partnerships allow us to support our students and families at school and at home.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	$0.00
		Total:	$0.00