

Brevard Public Schools

North/Central Area Alternative Learning Center



2022-23 Ungraded 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

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Brevard County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

Students return to their sending school better prepared social/emotionally and academically.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

The students at the Alternative Learning Center are sent for a variety of expellable offenses or due to particular felony charges.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation 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	Paraprofessional	Parent Engagement/Title I/Classroom IA

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

NA

Demographic Information**Principal start date**

Saturday 7/27/2019, Mary Bland

Total number of students enrolled at the school.

60

Total number of teacher positions allocated to the school.

8

Number of teachers with professional teaching certificates?

8

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

2

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

2022-23

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	2	5	35	30	25	26	16	139	
Attendance below 90 percent	0	0	0	0	0	0	2	5	32	23	13	19	10	104	
One or more suspensions	0	0	0	0	0	0	2	5	35	29	24	26	16	137	
Course failure in ELA	0	0	0	0	0	0	0	0	0	3	3	7	2	15	
Course failure in Math	0	0	0	0	0	0	0	0	0	5	5	7	3	20	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 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		

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	2	5	32	23	13	19	10	104

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	0	0	0	3	3	5	3	14

Date this data was collected or last updated

Tuesday 7/5/2022

2021-22 - 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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 FSA ELA assessment	0	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	0	

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	0	0	0	0	0	0	0	

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	0	0	0	0	0	0		

Part III: Planning for Improvement**Data Analysis**

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

PBIS- Progress Monitored the discipline from the previous year(s). The data shows that discipline referrals have decreased and expulsions have decreased.

Social Emotional Learning-Progress Monitored by the reduction in referrals for classroom disruption and the decreased number of expulsions due to physical aggression.

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

The data in all areas decreased. Typically, the Alternative Learning Center's attendance is low, the last 2 years our data improved drastically. The discipline data has decreased in all areas.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

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.

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 strategies need to be implemented in order to accelerate learning?

Implementing Edgeunity program as well as our Blended Learning Model.

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

The new staff attended the Edgeunity and Blended Learning training during pre-planning. The trainings were to provide opportunities for staff to ask questions and offer support for the programs.

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students lack of engagement in the school setting along with consistent disruptions showing in discipline data points towards the need for classroom management training. With a specific focus on Trauma Informed Classrooms/Schools and Positive Behavior Intervention Supports.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Reduction in negative student behaviors and disruptions based on discipline data.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Discipline Data
Positive Behavior Intervention Supports
Mentoring

Person responsible for monitoring outcome:

Rebecca Tagye (tagye.rebecca@brevardschools.org)

rounded in research and the authors' experience working with trauma-affected students and their teachers, Fostering Resilient Learners will help you cultivate a trauma-sensitive learning environment for students across all content areas, grade levels, and educational settings. The authors--a mental health therapist and a veteran principal--provide proven, reliable strategies to help you

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

- * Understand what trauma is and how it hinders the learning, motivation, and success of all students in the classroom.
- * Build strong relationships and create a safe space to enable students to learn at high levels.
- * Adopt a strengths-based approach that leads you to recalibrate how you view destructive student behaviors and to perceive what students need to break negative cycles.
- * Head off frustration and burnout with essential self-care techniques that will help you and your students flourish.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

As educators we face the impact of trauma in the classroom every day. We are seeking solutions rather than dwelling on problems, to building relationships that allow students to grow, thrive, and--most assuredly--learn at high levels.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PD- Fostering Resilient Learners, Creating a Trauma Informed Classroom (Year 2) & Relationships, Responsibilities and Regulations (Year 1).
Restorative Practice PD
Blended Learning PD
Visible Learning PD
Attendance monitoring by attendance Instructional Assistant
Classroom walkthroughs
Parent and Family Engagement Nights will provide parents/families with information regarding each class, model family games to promote family time.(T)

Laptops for Students to take home to help with the school/home connection as well as for credit retrieval for those behind. Students may check out laptops to work on their courses as we are a Blended Learning School.(T)

Parent/Family Materials to help increase family engagement such as a family game to help promote family game night. Books are available on multilevel to promote reading as a family. (T)

Person Responsible

Rebecca Tagye (tagye.rebecca@brevardschools.org)

Fostering Resilient Learners:

Teachers will establish a safe classroom space

Teachers will build relationships with students by establishing expectations/rules together in the room.

Work one on one and in groups with students to get to know them.

When administrator completes walkthroughs it will be apparent that this has been done by how the students are behaving and the list of expectations/rules are posted.

Visible Learning:

Teachers will implement jigsaw activities to engage students. This will be visible at times when the administrator does walkthroughs.

Person Responsible

Rebecca Tagye (tagye.rebecca@brevardschools.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please

describe the process for progress monitoring the impact of the Area of

n/a

Focus as it relates to all ESSA subgroups not meeting the 41%

threshold according to the Federal Index.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Parent and Family Engagement IA will monitor attendance daily, will contact parents/guardians daily when students are not at school.

District monthly data will be analyzed to determine the steps we need to take to ensure student attendance improves. This data shows the percentage for the month compared to previous years.

MTSS meetings will be held as this is key to resolving attendance/academic issues and involve expertise of teacher, specialists etc.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Student attendance will be communicated to stakeholders in our newsletters, individually during parent/student conferences and at faculty meetings.

Describe how implementation will be progress monitored.

We will monitor the district monthly attendance data.
 Parent and Family Engagement IA will monitor daily attendance.
 Will be monitored in MTSS meetings
 After 5 absences a letter is sent to the parents/families

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
Monitor district attendance data and present to staff.	Tagye, Rebecca, tagye.rebecca@brevardschools.org
Parent and Family Engagement IA will monitor daily attendance.	Therber, Christine, therber.christine@brevardschools.org
After 5 unexcused absences the Administrator will contact the parent/guardian via letter	Tagye, Rebecca, tagye.rebecca@brevardschools.org
Truancy letters will be sent as a proactive attempt to notify parents of potential failure due to chronic absenteeism at the 8 day marker.	Therber, Christine, therber.christine@brevardschools.org
Truancy officer will be triggered at 8 days to visit student homes.	Therber, Christine, therber.christine@brevardschools.org
MTSS meetings will be held as this is key to resolving attendance/academic issues and involve expertise of teacher, specialists etc.	Tagye, Rebecca, tagye.rebecca@brevardschools.org