

Brevard Public Schools

South Area Alternative Learning Center



2022-23 Ungraded 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

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	No
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.

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.

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

Students enrolled at the South Alternative Learning Center are those that have committed expellable offenses and/or off campus felony charges. The majority of the student population (<90%) meet three or more early warning indicators for at-risk students.

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
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 classrooms teachers Developing and assigning posts 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
Curry, Anna	Attendance/ Social Work	PBIS, SEL support for students, MTSS/IPST, counseling, SIP, School-Based Leadership Team, Crisis intervention and support
Wilson, David	Teacher, ESE	PBIS, ESE contact - IEP/504, Discipline support

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

n/a

Demographic Information

Principal start date

Tuesday 8/13/2019, Mary Bland G

Total number of students enrolled at the school.

69

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?

4

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

2

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

2

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	0	11	13	19	16	5	4	68	
Attendance below 90 percent	0	0	0	0	0	0	0	7	6	12	8	3	4	40	
One or more suspensions	0	0	0	0	0	0	0	10	11	15	10	5	4	55	
Course failure in ELA	0	0	0	0	0	0	0	6	5	4	2	0	0	17	
Course failure in Math	0	0	0	0	0	0	0	5	7	7	7	3	0	29	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	3	1	7	6	0	1	18	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	1	3	4	6	0	1	15	
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	0	9	10	14	14	8	4	59

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	3	1	2	2	0	0	8	

Date this data was collected or last updated

Tuesday 8/30/2022

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	
Students with two or more indicators	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?

In the previous school year, weekly data chats to discuss student performance, attendance, discipline, and MTSS/IPS were conducted. All of these were related to each of our areas of focus which included: Rate of discipline referrals for disobedience, classroom disruption, and inappropriate language and verbal confrontation, and a lack of proficiency across all academic areas. This progress monitoring allowed for SALC to review how an active Positive Behavior Intervention Supports (PBIS) program in cooperation with developing and implementing schoolwide Social Emotional Learning and small group instruction impacted these areas.

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

Overall, discipline referrals demonstrated the most improvements. This can be seen when comparing data from quarter 2 to quarter 3, in which quarter 2 had 175 total discipline referrals and quarter 3 had 34 total discipline referrals. New actions taken by the SALC included moving to a hybrid model of instruction to reduce class sizes from 25-28 students on average to 12-15, incorporating SEL and PBIS into normal classroom instruction across all content areas, increasing small group instruction, and providing more opportunities for students to engage in school-based counseling interventions and utilizing support passes (preferred person passes) as preventative actions.

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?

Data shows that the SALC's greatest need of improvement is still the rate of discipline referrals and expulsions for classroom disruption and willful disobedience, and drug possession. Our highest number of discipline referrals were for actions/behaviors related to classroom disruption and willful disobedience, while our highest number of expulsions were the result of behaviors/actions related to drug possession.

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

Trends indicate that students at the ALC are most likely to be enrolled at the ALC as a result of drug related offenses not including alcohol. Furthermore, students are most likely to receive a discipline

referral/consequence while enrolled at the ALC as a result of willful disobedience and/or classroom disruption. These trends are prevalent across all student populations, grade levels, and core content areas.

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

The following strategies will be implemented during the 2022-2023 academic year in order to accelerate learning: universal design lesson plans, academic recovery, weekly data chats with all staff, behavior interventions and counseling for all students, and small group instruction.

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.

Teachers will be provided with a variety of professional development opportunities during the course of the 2022-2023 academic year that will cover topics such as trauma informed practice in the classroom, youth mental health first aid, visible learning, and Social Emotional Learning in the classroom. These professional development opportunities will engage our teachers and leaders in learning opportunities that will allow them to better serve our student population both in and out of the classroom, and understand their unique needs and how to meet them., while simultaneously accelerating learning and successfully re-engaging students in their academic experience.

Areas of Focus:

#1. Other specifically relating to Chronic Absenteeism**Area of Focus****Description and****Rationale:**

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

Students at the ALC are at increased risk for chronic absenteeism as a result of various factors including chronic behavioral problems, long-term suspensions, lack of engagement, high rates of transition, and being identified as having one or more early warning indicators.

Measurable Outcome:

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

The South Alternative Learning Center's monthly attendance report will show a decrease in unexcused absences by at least 10 percent.

Monitoring:

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

This Area of Focus will be monitored through the MTSS process; Regular data collection and monthly monitoring/review of attendance, academic, and discipline will occur. Data and information will be used to determine appropriate interventions at tier 1, 2, and 3.

Person responsible for monitoring outcome:

Anna Curry (curry.annamaria@brevardschools.org)

Evidence-based Strategy:

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

Based on the available literature and research regarding chronic absenteeism and truancy, effective strategies include monitoring, prevention, and intervention initiatives. Additionally, addressing chronic absenteeism effectively includes school-wide, tier 1 strategies. Parents and Students will receive clear and consistent communication regarding the expectations of attendance regularly, attendance will be taken accurately, parents will receive personalized communication regarding their students' absences, and attendance data will be monitored regularly. Through regular monitoring, we will be able to identify at-risk students accurately and timely and provide appropriate tier 2 and tier 3 interventions at the individual level. These may include home visits, community based referrals, parent conferences, and mentoring.

Rationale for Evidence-based Strategy:

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

Our rationale for selecting this specific strategy is based on a comprehensive review of the existing literature and research regarding chronic absenteeism. Findings indicate that effective strategies involve a multi-step approach to addressing chronic absenteeism that addresses a variety of needs both school-wide and on an individual student level.

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.

1. Regular, accurate attendance taken daily by all teachers
2. Regular monitoring of attendance data bi-weekly
3. Regular, personalized communication to parents/guardians regarding their students' absences

4. Truancy letters sent as a proactive attempt to notify parents of consequences of chronic absenteeism at 3,5, and 7 unexcused absences
5. Parent conference scheduled at 8 unexcused absences
6. Truancy Referral sent between 8 and 10 unexcused absences
7. Recognize and reward students who have maintained an attendance rate of 90% or better
8. Engage students in SEL opportunities as a proactive approach to keeping students engaged in school and decrease absenteeism

Person Responsible Shannon Sejeck (sejeck.shannon@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 Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. 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.

The majority of discipline referrals at the SALC are the result of willful disobedience, classroom disruption, and other behavior-related actions. Counseling interventions reveal that students attending the ALC have deficiencies related to conflict resolution, decision making, and goal/setting planning, all factors of important components of Social Emotional Learning. This results in decreased academic performance, chronic absenteeism, and strained relationships between teachers and students.

Measurable Outcome:

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

Discipline referrals for willful disobedience, classroom disruption, and other behavior-related actions will decrease by at least 15%. Out of School Suspensions for behavior related discipline will decrease by at least 15%.

Monitoring:

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

Weekly discipline data review will occur through the MTSS process. Classroom behaviors will also be monitored through PBIS blue sheets, along with interventions and supports.

Person responsible for monitoring outcome:

David Wilson (wilson.david@brevardschools.org)

Evidence-based Strategy:

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

Trauma Informed Classroom strategies
Positive Behavior Intervention Supports
Small Group and Individual Counseling
Social Emotional Learning Activities/Lessons from Peace Education and/or Lion's Quest

Rationale for Evidence-based Strategy:

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

Many of our students meet 3 or more early warning indicators, as well as other factors including being on free/reduced lunch, having history of trauma, being identified as ESE, and having a history of mental wellness challenges. These strategies were selected because of their ability to meet the unique needs of a variety of student populations, with specific attention to these indicators.

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.

1. All teachers/staff will participate in the Trauma Informed Classroom training provided by BPS
2. Small group and individual counseling will be provided by the school social worker and the Eckerd Prevention Specialist to provide proactive prevention and intervention related to social skills development, anger management, conflict mediation and resolution, and decision making.
3. Teachers will incorporate elements of SEL curriculum from the Peace Education Foundation and/or Lion's Quest
4. Maintain current PBIS program through accurate progress monitoring and rewards tracking

Person Responsible

Shannon Sejeck (sejeck.shannon@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 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.

Community Engagement

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

The South ALC will focus on improving Community Engagement for the 2022-2023 AY. We will collect and analyze through Partners in Education reports that monitor community engagement through documenting in-kind and cash donations, as well as volunteer hours. We will also survey our community partners to determine areas of growth for building strong community relationships. Our goals is to increase community engagement by increasing cash and in-kind donations by 10% when comparing to the 2021-2022 AY, as well as increase number of volunteer hours by our community partners by 15% when comparing to the 2021-2022 AY.

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

Information will be communicated to stakeholders through a variety of methods. These include through monthly Partners in Education meetings, through our website and social media accounts, and through our monthly newsletter and e-mail blasts to current and potential future community partners.

Describe how implementation will be progress monitored.

Implementation will be progress monitored through quarterly review of community engagement data to include in-kind and cash donations, volunteer hours, and number of partners in education/community partners.

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
Review data regarding partners in education from AY 2021-2022	Sejeck, Shannon, sejeck.shannon@brevardschools.org
Connect with current community partners to re-establish relationships for the new AY	Sejeck, Shannon, sejeck.shannon@brevardschools.org
Connect with potential new community partners for AY 2022-2023	Sejeck, Shannon, sejeck.shannon@brevardschools.org
Meet Quarterly with Leadership Team to discuss progress	Sejeck, Shannon, sejeck.shannon@brevardschools.org
Engage Community through planning and implementing at least one community event at the SALC	Sejeck, Shannon, sejeck.shannon@brevardschools.org