

Brevard Public Schools

South Area Alternative Learning Center School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	22
VII. Budget to Support Areas of Focus	0

South Area Alternative Learning Center

2175 N WICKHAM RD, Melbourne, FL 32935

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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
Ludlow, Stephanie	Teacher, ESE	ESE contact - IEP/504 and discipline support
Fredenburg, Michael	Teacher, K-12	Intensive Reading Teacher
Bland, Mary	Principal	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

To meet this requirement, a school-based leadership team has been developed to aid in the development of the SIP, ensure stakeholder involvement from parents and students, community leaders, and local organizations, and to ensure effective and efficient school wide communication and interventions for success. This leadership team includes the building administrator, ESE contact, School Social Worker, and teacher representative. This team regularly communicates with stakeholders for input on the SIP development process and monitoring through e-mail, phone, and quarterly community engagement meetings (ie. parent nights, open houses, etc.). Stakeholders are also surveyed for additional input throughout the year.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

To monitor effective implementation:

Classroom Walkthroughs

Regular Faculty meetings

Quarterly Family Engagement Initiatives

Regular communication through a variety of methods with families and other stakeholders

To monitor effective impact:

Regular performance monitoring through MTSS

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	56%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No

2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	4	6	10	
One or more suspensions	0	0	0	0	0	0	3	7	11	21	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	2	2	5	
Course failure in Math	0	0	0	0	0	0	0	1	1	2	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	2	8	5	15	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	8	3	11	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	1	1

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	7	6	40	
One or more suspensions	0	0	0	0	0	0	0	10	11	55	
Course failure in ELA	0	0	0	0	0	0	0	6	5	17	
Course failure in Math	0	0	0	0	0	0	0	5	7	29	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	3	1	18	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	1	3	15	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	9	10	59

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	3	1	8

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	7	6	13	
One or more suspensions	0	0	0	0	0	0	0	10	11	21	
Course failure in ELA	0	0	0	0	0	0	0	6	5	11	
Course failure in Math	0	0	0	0	0	0	0	5	7	12	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	3	1	4	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	1	3	4	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	9	10	19

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	3	1	4

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	0				53	52			
ELA Learning Gains					52	52			
ELA Lowest 25th Percentile					40	41			
Math Achievement*	0				37	41			
Math Learning Gains					44	48			
Math Lowest 25th Percentile					46	49			
Science Achievement*					63	61			
Social Studies Achievement*					67	68			
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress									

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	2
Percent Tested	63
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	0	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	0			0								
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL				0							1	

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	3%	54%	-51%	50%	-47%
05	2023 - Spring	*	59%	*	54%	*
07	2023 - Spring	27%	53%	-26%	47%	-20%
08	2023 - Spring	13%	52%	-39%	47%	-34%
09	2023 - Spring	11%	56%	-45%	48%	-37%
04	2023 - Spring	*	61%	*	58%	*
06	2023 - Spring	*	61%	*	47%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	67%	*	54%	*
07	2023 - Spring	13%	58%	-45%	48%	-35%
04	2023 - Spring	*	61%	*	61%	*
08	2023 - Spring	0%	38%	-38%	55%	-55%
05	2023 - Spring	*	55%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	8%	48%	-40%	44%	-36%
05	2023 - Spring	*	57%	*	51%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	9%	51%	-42%	50%	-41%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	50%	-50%	48%	-48%

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	14%	61%	-47%	63%	-49%

CIVICS

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	14%	69%	-55%	66%	-52%

HISTORY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	10%	62%	-52%	63%	-53%

III. Planning for Improvement**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Data shows that the SALC's area of lowest performance 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.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Overall, the data demonstrated no significant change from the previous year. Attendance and behavior continue to be our biggest challenges from the previous year into this new year. Data continues to show 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. Regular school attendance also continues to be a challenge for the SALC, with data showing that a significant number of students are below the 90% attendance threshold. Many students meet more than 2 early

warning indicators, meet criteria to be considered low-income and/or at-risk, and struggle with transportation challenges. All these factors may be contributing to these challenges.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Although no data is available/provided in relation to school data vs. state average, data trends at the SALC from SY 2022-2023 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. The majority of students at the SALC meet at least 1 early warning indicator, meet criteria to be considered at-risk and/or low-income, and have significant experiences related to trauma. These factors may continue to contribute to these gaps and trends.

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

Although identified as continued challenges as well, discipline referrals and attendance continued to demonstrate the most improvements. 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. The SALC faculty team also developed and implemented an enhanced academic recovery program that has helped engage students while addressing classroom behaviors that occur as a result of academic challenges.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern in relation to the the early warning system data include attendance and suspensions. It is our plan to address these potential areas for concern through our plan for improvement for 2023-2024.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priorities for school improvement in the upcoming school year are the following areas:

1. Attendance - Increase attendance rates school wide
2. Behavior - Reduce discipline referrals and other related events related to classroom disruption, willful disobedience, and drug possession

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The South Alternative Learning Centers data reveals that a significant number of students meet more than 1 early warning indicator, with particular focus on attendance and discipline. High rates of absences and discipline referrals, have a significant impact on academic achievement. Focusing on creating a positive school culture and environment allows for learning conditions that meet the needs of all students and a culture that values trust, respect and high expectations, which in turn creates an environment in which students feel supported and are more likely to attend regularly and engage in their own learning.

Measurable Outcome:

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

If the evidence-based strategies are conducted with fidelity then reported unexcused absences will decrease by 10% by the end of the 2023-2024 academic year. Conflict resolution strategies will be offered to students attending school and also to parents based on students' infractions reducing disciplinary referrals by 10% by the end of the 2023-2024 academic year.

Monitoring:

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

Monitoring for this Area of Focus will occur bi-weekly through the MTSS process. Regular data reports will be run related to early warning indicator data, with special focus on discipline and attendance for review. The MTSS team will identify additional strategies and interventions to address changes in data.

Person responsible for monitoring outcome:

Shannon Sejeck (sejeck.shannon@brevardschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Conflict Mediation and Resolution strategies, Peer Mediation, and communication skills such as listening, turn-taking, identifying needs, and separating facts from emotions.

Parent nights to address parents awareness and education on appropriate communication and use of conflict resolution skills will be offered throughout the year.

Effective monitoring system as data collection and bi-weekly reviewing, truancy letters, and home visits. Incentives to increase and motivate academic engagement and conflict resolution to reduce anxiety and school refusal.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Peace education programs and overcoming obstacles curriculum centered on conflict resolution focus on the social-behavioral symptoms of conflict, training individuals to resolve inter-personal disputes through techniques of negotiation and peer mediation. Learning to manage anger, "fight fair" and improve communication through skills such as listening, turn-taking, identifying needs, and separating facts from emotions, constitute the main elements of these programs. Participants are also encouraged to take responsibility for their actions and to brainstorm together on compromises.

Based on the results of reviews of existing literature, it is assumed that an effective student attendance program includes monitoring, prevention, and intervention activities. These include regular parent-teacher communication, home visits, and attendance counseling activities. Monitoring activities should provide

schools with accurate and timely information to effectively identify students who are most at-risk of becoming chronically absent.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 early warning data bi-weekly
3. Regular, personalized communication to parents/guardians regarding students' performance and early warning indicators (ie. behavior, attendance, etc.)
4. Truancy letters sent as a proactive attempt to notify parents of consequences of chronic absenteeism at 3,5, and 7 unexcused absences; Parent conference scheduled at 8 unexcused absences
6. Truancy Referral sent between 8 and 10 unexcused absences
7. Recognize and reward students for positive behavior and engagement in school through PBIS
8. Engage students in SEL opportunities as a proactive approach to keeping students engaged in school
9. Regular early warning monitoring through MTSS/IPST process

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

By When: ongoing

#2. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The South Alternative Learning Center has a high percentage of ESE designated students that data has demonstrated a gap in learning gains, including high rates of retention, discipline/behaviors, and low academic performance. Data indicates a need for a more strategic plan to identify individual student needs to bring students up to current ability level and increase overall academic achievement.

Measurable Outcome:

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

Data will show that small group instruction and other differentiation strategies will show a 10% increase in ESE student learning gains.

Monitoring:

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

This area of focus will be monitored through the following methods:

Regular, bi-weekly MTSS meetings, reviews, and interventions

Classroom walkthroughs and observations by administration

Regularly classroom data tracking

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Effective monitoring system as data collection and bi-weekly reviewing.

Incentives to increase and motivate academic engagement through PBIS programming.

Regular professional development related to ESE instructional best practices.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research shows that regular data monitoring and review impacts student performance to ensure appropriate and effective methods of intervention. Additionally, best practice research also shows that a multi-disciplinary team approach improves outcomes. Utilizing a combination of these interventions and strategies will help meet schoolwide and individual student goals.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Provide regular PD to teachers and staff as needed to ensure successful implementation

2. Utilize MTSS/IPST regularly for continuous monitoring and student identification for support

Provide regularly and ongoing PD providing small group instruction supports and other differentiation

techniques in the classroom.

2. Plan for an hour of academic recovery bi-weekly.
3. Identify students and provide them with the academic supports through MTSS/IPST process.
4. Regularly monitor academic performance (ie. grades) through MTSS/IPST

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

By When: ongoing

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The majority of discipline referrals at the SALC continue to be the result of willful disobedience, classroom disruption, and other behavior-related actions that prevent positive student engagement. 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 Resiliency Education. 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 10%. Out of School Suspensions for behavior related discipline will decrease by at least 10%.

Monitoring:

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

Weekly discipline data review will occur through the MTSS process. The MTSS team will work collaboratively to identify regular interventions and supports across tiers. Classroom behaviors will also be monitored through PBIS blue sheets, along with interventions and supports.

Person responsible for monitoring outcome:

Shannon Sejeck (sejeck.shannon@brevardschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Trauma Informed Classroom strategies
Positive Behavior Intervention Supports
Small Group and Individual Counseling
Overcoming Obstacles Evidence-Based Curriculum
Resiliency Education

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 regular professional development related to trauma in schools.
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 and/or other approved district curriculum
4. Maintain current PBIS program through accurate progress monitoring and rewards tracking

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

By When: ongoing

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Methods of dissemination will include the following:

- all parents and students will be provided a copy of the SIP, budget, etc. at their individual intake meetings prior to starting school at the SALC. All students are required to complete an intake meeting prior to their start date. Parents and students will be given the opportunity to review all Title I information and ask any questions.
- Copies of all pertinent information will be provided to parents in their intake packets.
- All title I information will be available to parents and other stakeholders via the school's website and reminders of availability will be pushed out to stakeholders regularly via e-mail and other communication methods.
- dissemination will also occur during quarterly parent/family/community engagement initiatives (ie. family night, parent conferences, etc.).

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The Family Engagement Plan will be available here: <https://www.brevardschools.org/SouthAlternative>
The SALC plans to implement quarterly family engagement initiatives in partnership with Eckerd Connects Prevention Services. This will provide opportunities for parents and families to build relationships with faculty and staff, while also engaging with their own students.

Additionally, SALC will be adopting a mentorship program aimed at providing extra support to the most

at-risk populations.

The SALC will continue to network and build its Partners in Education program by engaging and re-engaging new and existing community partners to continue to provide financial, in-kind, and volunteer support to SALC student programming and services.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

the SALC plans to strengthen the academic programming, increase amount and quality of learning time, and help provide an enriched and accelerated curriculum by engaging in a comprehensive IPST/MTSS process related to academic achievement. Regular weekly monitoring of academic data will be reviewed, and students identified to be at-risk of failure or under performance will be provided regularly, comprehensive intervention through one-on-one and/or small group direct instruction, or other appropriate academic recovery focused interventions.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The SALC currently has a full-time contracted Prevention Specialist staffed to serve students from Eckerd Connects. The SALC will continue to coordinate programming and services to our at risk populations in collaboration with our prevention specialist and Eckerd Connects. In addition, this plan utilizes research and data, as well as evidence-based programming related to violence prevention, resiliency education, and academic achievement to meet the goals of our identified areas of focus.