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North/Central Area Alternative Learning Center

301 GROVE BLVD, Merritt Island, FL 32953

[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.

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.

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
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 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
Luley, Tracye	Other	PBIS, Resiliency support for students, MTSS/IPST, counseling, SIP, School Based Leadership Team, Crisis intervention and support
Therber, Christine	Parent Engagement Liaison	IA Title 1 Parent and Family Engagement Liaison Attendance
Fleckner, Suzanne	Other	Teacher and testing coordinator ELL Coordinator Discipline support
Aglitz, Debbie	Teacher, ESE	ESE contact - IEP/504 and

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.

Parent, Student and Community Stakeholders survey's

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))

Classroom walkthroughs/observations
 Attendance data meetings
 Agenda's of meetings
 Retained Students
 Discipline Data
 Professional Development

District Assessments
 FAST Data PM1, 2, 3
 Exit Slips

Demographic Data	
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	Yes
2022-23 Minority Rate	60%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	
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	
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	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
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	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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	2	5	32	104
One or more suspensions	0	0	0	0	0	0	0	2	5	35	137
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	15
Course failure in Math	0	0	0	0	0	0	0	0	0	0	20
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
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	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	2	5	32	104

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	14

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	2	5	32	39
One or more suspensions	0	0	0	0	0	0	2	5	35	42
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	2	5	32	39

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	0	

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	School	2022		School	2019	
		District	State		District	State
ELA Achievement*		53	52		59	56
ELA Learning Gains		52	52		52	51
ELA Lowest 25th Percentile		40	41		40	42
Math Achievement*		37	41		48	51
Math Learning Gains		44	48		49	48
Math Lowest 25th Percentile		46	49		45	45

Accountability Component	2022			2019		
	School	District	State	School	District	State
Science Achievement*		63	61		66	68
Social Studies Achievement*		67	68		70	73
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)	
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)

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				

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%
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)

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												

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
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2018-19 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 2017-18	C & C Accel 2017-18	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	19%	54%	-35%	50%	-31%
05	2023 - Spring	*	59%	*	54%	*
07	2023 - Spring	10%	53%	-43%	47%	-37%
08	2023 - Spring	9%	52%	-43%	47%	-38%
09	2023 - Spring	25%	56%	-31%	48%	-23%
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	11%	58%	-47%	48%	-37%
08	2023 - Spring	3%	38%	-35%	55%	-52%
05	2023 - Spring	*	55%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	3%	48%	-45%	44%	-41%
05	2023 - Spring	*	57%	*	51%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	4%	51%	-47%	50%	-46%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	18%	50%	-32%	48%	-30%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	22%	61%	-39%	63%	-41%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	20%	69%	-49%	66%	-46%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	20%	62%	-42%	63%	-43%

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.

Reading- Most of the students are not on grade level when they are sent to us or do not attend regularly and/or are suspended multiple times due to behaviors.
 Math- Most of the students are not on grade level when they are sent to us or do not attend regularly and/or are suspended multiple times due to behaviors.
 Our number increased second semester to the highest number of students ever. This was a contributing factor to the low performance.

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

Suspensions- The data for the first half of the school year was excellent. The numbers of students being sent to us increased rapidly the second semester. The students were struggling to follow procedures and expectations, in turn more suspensions occurred in the second semester.

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.

Reading- Students are not on grade level when they are sent to us or do not attend regularly and/or are suspended multiple times due to behaviors.
 Math- Students are not on grade level when they are sent to us or do not attend regularly and/or are suspended multiple times due to behaviors.
 Our number increased second semester to the highest number of students ever. This was a contributing factor to the low performance.

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

First Semester Suspensions- The data for the first half of the school year was excellent. The data shows that the number of referrals and suspensions dropped by 40%.

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

Attendance
Suspensions

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

Academics
Positive Behavior Intervention Supports
Restorative Practices/Growth Mindset
Resiliency
Attendance

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 Teacher Retention and Recruitment

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.

Our data reveals that a 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:

Rebecca Tagye (tagye.rebecca@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.

Restorative Practices is 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, 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 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.

No action steps were entered for this area of focus

#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.

We have 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:

Rebecca Tagye (tagye.rebecca@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.)

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.

No action steps were entered for this area of focus

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:

- Families are provided a copy of the SIP, budget, etc. at their intake meetings prior to starting school. 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 during the intake meeting..
- Title I information will be available to all 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 occur during each semesters parent/family/community engagement initiatives (ie. family night, parent conferences, etc.) as well as in the monthly newsletters.

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 at: <https://www.brevardschools.org/NorthCentralAlternative>

The plans to implement each semesters 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..

We will continue to network and build our Partners in Education program by engaging and re-engaging new and existing community partners to continue to provide financial, and engagement opportunities for 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)

Our plan is 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))

We currently has a full-time contracted Prevention Specialist staffed to serve students from Eckerd Connects. We 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.