

Brevard Public Schools School Improvement Plan 2018-2019

Superintendent:

Dr. Mark Mullins

Asst. Supt. of Leading and Learning:

Dr. Stephanie Soliven

Principal Supervisor:

Dr. Patricia Fontan/Jeanette Ransom

Name of School:

North/Central Alternative Learning Center

Principal:

Michael Waller, School Site Administrator

SAC Chairperson:

School Grade History	2017-18: N/A	2016-17:	2015-16:
-----------------------------	---------------------	-----------------	-----------------

Connections to District Strategic Plan
<p>Obj.L1. Protect instructional time</p> <p>Obj.L2 Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps</p> <p>Obj.L4: Provide equitable support for every student’s social-emotional development</p> <p>Obj.L6. Build principal capacity to develop and spread highly effective instructional practices</p> <p>Obj.R3 Increase system-wide proactive communications</p>

Mission Statement:

The mission of Pathways at Gardendale is to 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.

Vision Statement:

Our Pathways at Gardendale vision is for our students to return to their home school better prepared social/emotionally and academically.

Stakeholder Involvement in School Improvement Planning:

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

Stakeholders included in the development of our School Improvement Plan are: school based administrator, school counselor, teachers, staff and students. Input was given through formal faculty meetings, student surveys, and review throughout the development process.

Brevard Public Schools School Improvement Plan 2018-2019

Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth?

1. With regular outreach from parent engagement coordinator, teachers, and administration, progress has been made to increase parent/guardian involvement.
2. Increased focus and implementation of our PBIS system by teachers to reward students for positive behavior and making good choices
3. Implementation of Odysseyware Internet Based MESH program to customize individual academic lessons for each student within a multi-grade level classroom.

Areas of Concerns:

1. A focus is needed in classroom management to help support positive changes in student behavior.
2. Specific focus on individual data collection is difficult due to transient population.
3. MESH teachers need to more than facilitate Odysseyware teaching. Too much reliance on just computer based instruction.

What are the areas of successful student achievement and what data shows evidence of improvements?

1. End of the 2018 school year was the first time at the North/Central Alternative Learning Center that a commencement ceremony was held to celebrate the three students that were graduating under our enrollment.
2. The utilization of Odysseyware throughout the 2017-2018 school year allowed for a more individualized student instructional plan with focus on standards as were addressed in the past.

What are the concerns with student achievement? Provide data to support concerns.

After the 2017-2018 academic year being the first to consistently utilizing the Response to Intervention for Behavior Database (RtI:B), concerns with student social/emotional and behavioral actions include:

1. 133 student discipline referrals written for Willful Disobedience/Insubordination.
2. 99 student discipline referrals written for being disengaged.
3. 75% of the student discipline referrals came from students in grades 7, 8, and 9.
4. Gardendale averaged 15 out- of-school suspension days per month.

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps.

The data above confirms the strong need for social/emotional development for all our students. It is imperative that teachers and staff are in agreement in implementing PBIS plan along with developing relationships with students to help develop success both behaviorally and academically. Blended learning is needed to support multiple learning styles and to consistently check for understanding.

Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)

Standards are aligned within Odysseyware and blended learning lesson development. Instructional planning development and progress monitoring is implemented with the use of pretesting to determine the level of mastery of the standards. The collected data is utilized to determine appropriate lessons needed to support the individual student needs assessment.

School-Based Goal: What can be done to improve instructional effectiveness?

Pathways at Gardendale is implementing a collective efficacy mindset with social/emotional and academic strategies to help our students be successful when returning to their home school.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Additional instructional strategies are needed beyond Odysseyware.	1. Teachers will be trained in blended learning strategies. 2. Classroom Walkthrough implementation will be utilized for progress monitoring of blended strategies	Administrator Peer teacher Professional development.	Pre-planning	Observations formal and informal

	3. MESH teacher input and feedback at bi-monthly academic meetings will be given to support and encourage			
Lack of consistent implementation of PBIS strategies	<ol style="list-style-type: none"> 1. Summer PBIS training workshop 2. Staff based PBIS development plan for procedures and implementation 	<p>PBIS district and state professionals</p> <p>School based faculty, staff, and administrator</p>	<p>Preplanning</p> <p>Ongoing August 2018 – May 2019</p>	<p>Response to Intervention for Behavior Database (RtI:B)</p>
Lack of quality student teacher relationships	<ol style="list-style-type: none"> 1. Train faculty and staff on Relationship Mapping 2. Bi-weekly faculty meetings to discuss teacher-student progress towards improving relationships. 3. Action steps are then decided to improve the Relationship Mapping Chart. 4. Each week as additional students are added or as relationships struggle, the faculty actively engages to problem solve and brainstorm steps to improve the relationships. 	<p>School based Social/Emotional teacher (social worker) and Peer Counselor teacher lead PD training.</p> <p>Faculty, Staff, and Administrator.</p>	<p>Preplanning</p> <p>Ongoing August 2018 – May 2019</p>	<p>Relationship Mapping Board</p> <p>Response to Intervention for Behavior Database (RtI:B)</p>

EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.*

Qualitative and Quantitative Professional Practice Outcomes: Measures the level of implementation of professional practices throughout your school.

Qualitative -

By the end of the school year, based on Classroom Walkthroughs data along with informal and formal observations, teachers will be:

- 1. Implementing blended learning strategies in the MESH classroom two times a week or more.**
- 2. Developing and building relationships with their students**
- 3. Consistent use, implementation, and utilization of our school based PBIS strategies.**

Quantitative data coming soon.

Qualitative and Quantitative Student Achievement Outcomes:

Qualitative-

Based on observations and surveys students will feel positive about their relationships with faculty, staff, and administration.

Quantitative –

End of the year results will show a 15% reduction in the number of discipline referrals for disrespect, disengagement, and out-of-school suspension days per month.

Part 2: Support Systems for Student Achievement

(Federal, State, and District Mandates)

For the following areas, please write a brief narrative that includes the data from the year 2017-18 and a description of changes you intend to incorporate to improve the data for the year 2018-19.

MTSS & EARLY WARNING SYSTEMS Please complete 1 – 4.

1. Describe your school’s data-based problem-solving process and school-based structures in place to address MTSS implementation.

As every student at the North/Central Alternative Learning Center are considered Students at Risk, we utilize all school personnel including administrator, school counselor, teachers, and ESE specialist to serve on our Multi-Tiered Systems of Support (MTSS) Team. The team will implement and monitor progress for student behavior and academic performance through data review, Behavior and Intervention plans and strategies, and family/community involvement.

PBIS is the foundation for the MTSS Team to address concerns with respect, responsibility, student engagement, and other important aspects of positive behavior. Our PBIS team meets formally once a month and addresses pressing concerns at regular faculty/relationship mapping meetings.

2. List below who monitors the Early Warning System and how often.
School Counselor, Administrator, Faculty, monitor on an ongoing basis.

3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2017-18 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school’s planning and problem solving for 2018-19:

Fill in BLANKS with data from 2017-18 School Year - Number of Students							
Grade Level	7	8	9	10	11	12	Total
Attendance <90							
1 or more ISS or OSS							
Level 1 in ELA OR Math							
Course Failure in ELA OR Math							
Students exhibiting 2 or more indicators							

4. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System (i.e., those exhibiting two or more early warning indicators).

As all students at our school are classified as At Risk they are all monitored as having early warning indicators. Students’ academic and behavioral progress is monitored on a weekly basis. Students meet with administrator, school counselor, and other support specialists with areas of concern. Parents/guardians are called any day a student is out of school. Both the social/emotional class and the peer mentoring class address many personal challenges our students face throughout all parts of their lives.

PARENT AND FAMILY ENGAGEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent and Family Engagement Plan](#) to meet the requirements of this section.

Consider the level of family and community involvement at your school and 2017 parent survey data collected. Respond to the following questions.

What are strengths and how will they be sustained?

We are getting more parent feedback than in the past but still have great room for increase and improvement. We offer parent engagement nights; communicate daily when students are absent with a personal phone call by our Parent Liason; creating and distributing monthly newsletters through Peachjar; email, voice messages, and text through Blackboard Connect; phone calls from teachers to parents with academic updates.

What are areas of weaknesses and how will they be addressed?

More need for individual academic support. Being addressed by implementation of blended learning.

STUDENT TRANSITION AND READINESS

1. PreK-12 TRANSITION This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

The North/Central Alternative Learning Center holds intake meetings for every student enrolling in the school. Rules and procedures are discussed as well as goals for social/emotional and academic progress. When students return to their home school from the NCALC a transition process will take place between the NCALC administrator and appropriate representatives from the home school to support a positive and supportive return.

2. COLLEGE AND CAREER READINESS This section is required for schools with 9, 10, 11 or 12. This section meets the requirements of Sections 20 U.S.C. § 6314(b).

Describe the strategies the school uses to support college and career awareness, which may include establishing partnerships with business, industry or community organizations.

We are actively inviting and hosting colleges, technical schools, and all branches of the military to present to our students at the NCALC and share programs and the career opportunities.

Our Career and Technical Education Courses include: Family Dynamics, Personal and Family Finance, Nutrition and Wellness, and Personal Development.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g. industrial biotechnology) to support student achievement.

Our students are given a rigorous standards based curriculum delivered through Odysseyware. Development of test taking skills will hope to enable students to perform at an increased level on college entrance exams, technical schools, and the ASVAB for opportunity in the Armed Forces.

