

Montrose Alternative Learning Center (ALC) 2021-22 Program Profile

Program Overview

Overview:

Montrose Alternative Learning Center (ALC) is designed to provide educational services for students in grades 7 and 8 who are experiencing behavioral challenges, academic difficulties, or students who simply require a nontraditional learning environment. Additionally, Montrose ALC serves students who have been involved in serious disciplinary incidents. Montrose ALC offers full-day programming including electives (reading, and executive functioning and social skills). This full-day programming allows students to maintain academic progress and earn equivalent credits to those they would have possibly earned at a comprehensive school. During the first semester of SY2019-20, 76 percent of Hearing Office placed Montrose ALC students met their placement conditions as defined by the Hearings Office and returned to a comprehensive school or remained enrolled at an ALC as an electively placed student. Montrose ALC is committed to motivate, teach, achieve, and empower students for success. The ALC embodies the 'Kids at Hope' vision that every child is afforded the belief, guidance, and encouragement that creates a sense of hope and optimism. For this reason, students are referred to as "at-hope" as opposed to "at-risk."

Montrose ALC operationalizes the Multi-Tiered System of Support (MTSS) framework in order to generate sustainable outcomes through practices that support students, systems that support staff, and continuous data-driven decision making. By creating a culture in which there is a shared responsibility and collaboration among all staff members for the purpose of ensuring that the educational needs of all students are being addressed, Montrose ALC provides equitable student academic opportunities, a positive school climate, and promotes social-emotional wellness. Montrose ALC has an MTSS team that makes decisions based on data in order to provide the necessary tiered academic, behavior, and/or social-emotional wellness interventions. Each student takes a needs assessment when he or she enrolls at Montrose ALC that is used to place him or her in an eight week needs-based group. During this group, the student is able to work on his or her specific social and/or emotional need with one of our clinicians. Montrose ALC measures the growth of each student by pre- and post-assessments.

Montrose ALC received a Recognized ASCA (American School Counseling Association) Model Program (RAMP) award in SY2018-19. RAMP is a recognition given to individual schools with model comprehensive school counseling programs. The evaluation process is based on the American School Counselor Association National Model and currently only 38 schools in Fairfax County Public Schools have earned this recognition.

MTSS Academic Focus:

With the primary focus on student learning, and a continual open enrollment, Montrose ALC utilizes assessment data to guide and inform educators about students' progress and to determine appropriate instructional supports. Each student takes a content specific assessment when he or she enters Montrose ALC so that teachers are able to assess his or her strengths and fill in the gaps of learning that may have been missed during his or her transition. Small class size and lower student-to-teacher/staff ratios allow teachers to customize instruction for each student. Montrose ALC content teachers participate in a weekly Interdisciplinary Content Team meeting that provides professional development on instruction, lesson plan, and

observational feedback. Montrose ALC is staffed with seven full-time teachers including teachers certified in core content areas and two special education teachers and an itinerant ESOL teacher. Montrose ALC utilizes research-based practices with explicit instruction characterized by scaffolds for students struggling with literacy. In addition, English learners (ELs) are supported by an itinerant English for Speakers of Other Languages (ESOL) teacher on a regularly scheduled basis. Ongoing collaboration between the ESOL teacher and ALC teachers provides critical support to ELs.

Montrose ALC is committed to the use of technology in classrooms. Research has proven that student engagement and student learning increases with its usage. ALC teachers and staff members use interactive technology and interactive field trips to enhance learning experiences. Montrose ALC utilizes a Virginia Department of Education (VDOE) approved digital curriculum as a resource. The digital curriculum and FCPS technology platforms are used to ensure that all students have access to courses not offered in the ALC master schedule, credit recovery, or for students who prefer an online learning environment. Every student is provided an FCPS-issued laptop to access dynamic resources and participate in learning tailored to the student's individual needs. At its core, it provides equitable access to meaningful learning experiences and technology to support learning.

MTSS Behavior and Social-Emotional Wellness:

All ALC students begin a reflective process upon enrollment by partnering with teachers, school counselors, school social workers, school psychologists, and other staff members to create a clear pathway back to the larger school community. Parents are invited and encouraged to participate in creating a positive transition and new beginning during the enrollment meeting. Restorative circles are run twice a month by Montrose ALC teachers. Restorative circles encourage classroom and community building, help resolve classroom issues, and build trust. In addition, Restorative justice (RJ) practices are utilized in the classroom to build relationships and to encourage students to take personal responsibility for their actions in class and in the school community. Participation is voluntary for all involved parties. Students learn to be accountable for their decisions and learn that it is possible to make amends for past mistakes and move forward. Montrose ALC staff members facilitating restorative circles are trained and certified by an FCPS RJ specialist.

Many students enrolled in Montrose ALC have been identified with needs in the area of executive functioning. These needs include developing skills related to metacognition, working memory, goal-directed attention and focus, self-control, goal-directed persistence, and cognitive flexibility and/or shift. All ALC staff members participate in training to increase staff knowledge related to these needs and learn the appropriate interventions to promote these skills. Staff members implement research-based strategies and instruction related to this training twice a week during an electives class.

A Positive Behavior Interventions and Supports model is utilized to assist students in developing patterns of appropriate academic, behavior, and social skills. ALC staff members participate in ongoing professional development opportunities to develop and maintain a proactive approach rather than relying on a traditional reactive disciplinary response. Through the support of school counselors, school social workers, and school psychologists, Montrose ALC teaches students pro-social behavior on a continuing basis. At Montrose ALC, all students are given a weekly level which encourages and rewards positive behaviors around the ALC's core beliefs of respect, responsibility, and resilience. Students also have the opportunity to earn "success

bucks” when they demonstrate the ALC’s core values. Success bucks are then able to be redeemed through classroom and program incentives.

Demographics:

During the 2020-21 school year, 10 students received instruction at Montrose ALC.

- Minority (non-white), 90 percent
- Eligible for special education services, 70 percent
- English Learners (1-4), 60 percent
- Male, 80 percent
- Overage for grade level, 30 percent

Current and Future Areas of Focus

Current Focus

Process Goals:

Goal 1: In SY2021-22, special education and language arts teachers will incorporate a literacy strategy in their lesson plan twice a month.

Goal 2: In SY2021-22, all teachers will utilize the Learning Targets template and will turn in weekly lesson plans.

Goal 3: In SY2021-22, all students will be explicitly taught skills that support social and emotional learning weekly.

Goal 4: In SY2021-22, all students will participate in a needs-based intervention facilitated by our clinicians.

Outcome Goals

Goal 1: SY2021-2022, the Montrose Team will conduct 16 outreach meetings with comprehensive middle schools.

Goal 2: In SY2021-22, 75 percent of all students scoring two or more grade levels below the respective grade levels on their first reading inventory assessment, and having 80 percent attendance for two quarters, will demonstrate growth based on the fall lexile measure for semester exit reading inventory results or the spring lexile measure for end-of-year reading inventory results.

Future Focus

Data Narrative

Goal 1: In SY2020-21, synchronous participation in distance learning will increase to 75 percent during the first semester. Spring 2020 synchronous participation during distance learning was 44 percent.

Goal 1 Outcome: This goal was met. Synchronous participation increased to ninety percent in distance learning in the first semester.

Goal 2: In SY2020-21, 75 percent of students scoring two or more grade levels below their respective grade levels on their first Reading Inventory assessment, and having 80 percent attendance for two quarters, will demonstrate growth based on the fall Lexile measure for semester exit Reading Inventory results or the spring Lexile measure for end-of-year exit Reading Inventory results.

Goal 2 Outcome: Due to COVID, attendance was significantly impacted. We did not have sufficient data to assess if we met this goal.