

## **Bryant Alternative Learning Center (ALC) 2021-22 Program Profile**

### **Program Overview**

#### **Overview:**

Bryant Alternative Learning Center (ALC) is designed to provide educational services for students in grades nine and ten who are experiencing behavioral challenges, academic difficulties, or students who simply require a nontraditional learning environment. Additionally, the ALC serves students who have been involved in serious disciplinary incidents. The ALC offers full-day programming, including a limited number of electives. This full-day programming allows all students to maintain academic progress and earn equivalent credits to those they would have possibly earned at a comprehensive school.

The program 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." As students demonstrate patterns of appropriate academic, behavior, and social skills, they are recommended to exit the program, they may remain enrolled as an elective placement, or may enroll in another nontraditional school program (NSP). During SY2019-20, 65 percent of Hearings Office placed ALC students met their placement conditions as defined by the Hearings Office and returned to a comprehensive school or remained enrolled at Bryant ALC as an electively placed student. Bryant ALC focuses on improving this success rate every school year.

The 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, the ALC provides equitable student academic opportunities, a positive school climate, and promotes social-emotional wellness. Bryant 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. The school culture, climate, and instructional practices at Bryant ALC are the main reasons for high student success.

#### **MTSS Academic Focus:**

With the primary focus on student learning, and a continual open enrollment, Bryant ALC utilizes assessment data to guide and inform educators about students' progress and to determine appropriate instructional supports. Small class size and lower student to teacher/staff ratios allow teachers to customize instruction for each student. Bryant ALC is staffed with eight full-time teachers including teachers certified in core content areas, health and physical education and two special education teachers. Bryant ALC offers 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.

Bryant 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. Bryant ALC utilizes a Virginia Department of Education (VDOE) approved digital curriculum as a resource. The digital curriculum is 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. All students will receive 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:

Bryant 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 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. Bryant ALC utilizes restorative justice, a formal process facilitated by trained, skilled facilitators that bring together those impacted by wrongdoings to discuss an incident, understand who has been affected and to create an agreement for reparation of harm. Students learn to be accountable for their decisions and also learn that it is possible to make amends for past mistakes and move forward.

Many students enrolled in Bryant ALC demonstrate 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 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.

A Positive Behavior Interventions and Supports (PBIS) model is utilized to assist students in developing patterns of appropriate academic, behavior, and social skills. Bryant ALC's clinical team provides a Life Skills presentation on a regularly scheduled basis to support students in developing pro-social behaviors. All 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, the Bryant ALC teaches students pro-social behavior on a continuing basis. Appropriate behaviors and academic successes are tracked and rewarded as students meet academic and behavioral milestones.

To further support students, Bryant ALC offers an activity period during the school day on a regularly scheduled basis. Examples of such activities include chess club, sporting events, and local field trips. The opportunity for ALC staff members to sponsor such activities allows for relationship building between staff members and students. Additionally, these activity periods promote 21st century classroom instruction.

**Demographics:**

During the 2020-21 school year, 32 students received instruction at Bryant ALC.

- Minority (non-white), 94 percent
- Eligible for special education services, 31 percent
- English Learners (1-4), 47 percent
- Male, 97 percent
- Overage for grade level, 28 percent

**Current and Future Areas of Focus****Current Focus****Process Goals:**

Goal 1: In SY2021-22, teachers will monitor individual Northwest Evaluation Association Measurement of Academic Progress (MAP) growth for each student identified as having the need to be enrolled in a reading intervention course.

Goal 2: In SY2021-22, staff will continue to participate in districtwide professional development focused on literacy.

Goal 3: In SY2021-22, teachers will post make-up assignments in Schoology that incorporate asynchronous pedagogy strategies learned during the 2020-21 school year, such as posting video instructions for lessons, online discussion boards, Google surveys, and interactive slideshows.

Goal 4: In SY2021-22, a member of the clinical team will offer to meet with any student that is in-school or out-of-school suspended. The purpose of the meeting is to address what led up to the suspension and develop a plan and/or create goals with the student to prevent similar behaviors in the future. This plan may include staff members and other involved students. The clinical staff will provide in-school suspended students with a Restorative Justice (RJ) questionnaire and for students assigned an out-of-school suspension a return to Learn (RTL) transition plan. Both are process and monitoring systems to support the student's return to the classroom.

Goal 5: In SY2021-22, ALC staff will participate in Jim Knight's *Better Conversations* instructional coaching professional learning to foster a more inclusive programmatic and classroom culture.

**Outcome Goals**

Goal 1: In SY2021-22, sixty percent (60%) of students will meet or exceed the average growth based on their entry MAP reading assessment.

Goal 2: In SY2021-22, students on average will complete thirty percent (30%) of missed assignments per semester.

Goal 3: In SY2021-2022, all students (100%) assigned an in-school or an out-of-school suspension will be offered the opportunity to meet with a clinician following the suspension to complete and process the RJ questionnaire or collaboratively develop the RTL plan.

Goal 4: In SY 2021-22, ALC students enrolled in at least two quarters will demonstrate increased comfort and communication in the classroom as measured by the pre- and post-Student Reflection Communication Profile.

### **Future Focus**

With our student population being ninety-four percent minority, the ALC staff will review all processes and instructional content to ensure they are inclusive, and our students believe they are included. With the work of our Equity Team over the last several years, our staff has been made aware of the many challenges and obstacles that we must endeavor to remove in our learning environments so that all students are successful. Our literacy, executive functioning, and creative and critical thinking future work will all be viewed through an equity lens.

With recent changes to discipline approaches in the Student Rights and Responsibilities document impacting enrollment, ALC staff will continue to conduct outreach to feeder schools to seek and support students that may benefit from the smaller learning environment of the ALC.

### **Data Narrative**

Goal 1: In SY2020-21, eighty percent (80%) of ALC students scoring one or more grade levels below their respective grade levels on the pre-Reading Inventory assessment, and having 80 percent attendance for two quarters, will meet or exceed growth based on the fall to spring Lexile growth measure for end-of-year exit Reading Inventory results.

Outcome: This goal was not met. Due to poor attendance during the pandemic, only four students were included in the cohort. Targets were based on five days per week of in-person instruction which did not occur this year because of the COVID-19 pandemic. Seventy-five percent (75%) of all students did demonstrate progress.

Goal 2: In SY2020-21, students will engage in activities that specifically address the POG attribute of creative and critical thinking and 80 percent will demonstrate growth on their grade level appropriate Creative and Critical Thinking Self-Assessment using the Teacher Scoring Guide.

Outcome: This goal was met. Eighty percent (80%) of students met the goal.

Goal 3: In SY2020-21, All students (100%) assigned an out-of-school suspension or an in-school suspension will meet with a clinician following the suspension to address what led up to the suspension and develop a plan with the student and applicable staff members and/or students to help prevent similar behaviors in the future.

Outcome: This goal was met. One hundred percent (100%) of students suspended met with a clinical team member and developed a plan.