

Mountain View Alternative Learning Center (ALC) 2021-22 Program Profile

Program Overview

Mountain View 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 electives with bell schedules being aligned with Mountain View High School to allow for dual enrollment on an individual basis. 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 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. The ALC has an MTSS team that makes decisions based on data to provide the necessary tiered academic, behavior, and/or social-emotional wellness interventions. The school culture, climate, and instructional practices at the ALC are the main reason for high student success. During SY2020-21, 22 percent of Hearings Office placed students met their placement conditions as defined by the Hearings Office and returned to a comprehensive school or remained enrolled at the ALC as an elective-placed student. The ALC will focus on improving this rate of success for the 2021-22 school year.

MTSS Academic Focus:

With the primary focus on student learning, and a continual open enrollment, the 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. Mountain View ALC is staffed with seven full-time teachers including teachers certified in core content areas and two special education teachers. The ALC offers research-based practices with explicit instruction characterized by scaffolds for all students struggling with literacy. In addition, English Learners (ELs) are supported by an itinerant English for Speakers of Other Languages (ESOL) teacher on a daily basis. Ongoing collaboration between the ESOL teachers and ALC teachers provides critical support to ELs.

Mountain View ALC is committed to the use of technology in classrooms. Research has proven that student engagement and student learning increase with its usage. ALC teachers and staff members use interactive technology and interactive field trips to enhance learning experiences. The 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. Each 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:

Mountain View 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. Mountain View ALC utilizes restorative justice, a formal process facilitated by trained, skilled facilitators that brings 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.

During the enrollment process students are 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 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. Targeted individualized planning and instruction is used to motivate and encourage good student behavior. 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 ALC teaches students pro-social behavior on a continuing basis. Appropriate behaviors and academic successes are tracked so that preferred activity time can further reward students for meeting academic and behavioral milestones.

To further support students, an activity period is embedded in the schedule. Examples of such activities include community service project development, spoken word, makeup application, sewing, STEAM club, film club, math club, gamers club, music mixing/writing, and other high-interest clubs for students. The opportunity for staff members to sponsor such activities allows for relationship building between staff members and students. Additionally, these activity periods promote 21st century classroom instruction. As students demonstrate patterns of appropriate academic, behavior, and social skills they are recommended to exit the program, remain enrolled as an elective placement, or enroll in another nontraditional school program.

Details

During the 2020-21 school year, 73 students received instruction in Mountain View Alternative Learning Center.

- Minority (non-white), 82 percent
- Eligible for special education services, 30 percent
- English Learners (1-4), 30 percent
- Male, 62 percent
- Overage for grade level, 30 percent

Locations:

HIGH (Grades 9-10):
Mountain View ALC

Assessments

Mountain View ALC adheres to the FCPS division-wide assessment schedule. The Reading Inventory is administered within two weeks of enrollment.

Approved Instructional Materials

Mountain View ALC adheres to the FCPS Program of Studies for students in grades K-10 and uses approved textbooks and ancillary materials. In addition, a VDOE approved digital curriculum is available as a resource to the ALC.

Current and Future Areas of Focus

CURRENT FOCUS

Mountain View ALC Process Goals:

Goal 1: In SY2021-22, teachers will monitor individual Reading Inventory growth for each student.

Goal 2: In SY2021-22, each semester, teachers will conduct classroom activities or lessons that intentionally target the Portrait of a Graduate (POG) Communicator attribute and Goal-Directed and Resilient Individual strengths.

Goal 3: In SY2021-22, students will enroll at the ALC with a plan to recover standards missed due to interruptions in schooling.

Mountain View ALC Outcome Goals:

Goal 1: In SY2021-22, 80 percent of ALC students with 80 percent attendance for two quarters, will meet or exceed Lexile growth for mid/end-of-year exit Reading Inventory results.

Goal 2: In SY2021-22, 80 percent of students who are enrolled at the ALC for a minimum of two quarters, and attend 75 percent of the time or more, will demonstrate growth on their grade level appropriate Communicator Self-Assessment using the Teacher Scoring Guide.

Goal 3: In SY2021-22, students enrolling at the ALC with an interruption in schooling of ISS or OSS of 10 days or more will have a transition learning plan created in the core subjects.

Goal 4: In SY2021-22, students enrolled at least two quarters will demonstrate an increase between the pre- and post- Comfortability-in-Learning survey.

FUTURE FOCUS

Mountain View ALC's learning innovation team will focus on student engagement, technology, and literacy skills through student-centered instruction that develops POG attributes.

DATA NARRATIVE

Goal 1: 80 percent of ALC students scoring two 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: Due to the Covid-19 impact on SY2020-21, only two students met the cohort requirement. However, this goal was met. Both students met the goal demonstrating appropriate Lexile growth by the end-of-year.

Goal 2: 80 percent of students who are enrolled at the ALC for a minimum of two quarters, and attend 80 percent of the time or more, will demonstrate growth on their grade level appropriate Communicator Self-Assessment using the Teacher Scoring Guide.

Outcome: This goal was not met. Two students met the cohort guidelines. Neither of the students acknowledged an increase in their self-assessment post scores.

Goal 3: Students enrolling at the ALC with an interruption in schooling of an in-school suspension or out-of-school suspension of 10 days or more will have a transition learning plan created in the core subjects.

Outcome: No data was collected. Due to the Covid-19 impact on SY2020-21, no students enrolled had been suspended prior to coming to the ALC.

Goal 4: Students enrolled at least two quarters will demonstrate an increase between the pre- and post- Comfortability-in-Learning survey.

Outcome: This goal was met. There were five students who met the cohort requirements. Of those students all of them demonstrated an increase (3 to 12 points) between their pre- and post-assessment.