

Montrose Alternative Learning Center (ALC) 2022-23 Program Profile

Program 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. Montrose ALC is committed to motivate, teach, and empower students to achieve success. The ALC embodies the vision that every child is afforded the belief, guidance, and encouragement necessary to create the sense of hope and optimism needed to strive for personal and academic success. 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 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 data-based decisions to provide necessary tiered academic, behavior, and/or social-emotional wellness interventions that allow us to proactively support the specific needs of every student enrolled in the program. Each student takes a needs assessment upon enrollment at Montrose ALC that is used to design individual academic, behavior, and wellness interventions, and to assign students to a needs-based counseling group. During this group, the student is able to work on his or her specific social and/or emotional needs with a clinician. Montrose ALC measures the growth of each student by collecting performance data and pre and post assessments that gauge behavioral and wellness growth. The staff at Montrose ALC is committed to addressing the holistic needs of every child, and to knowing every student by name and need. 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 22 schools in Fairfax County Public Schools have earned this recognition.

MTSS Academic Focus:

With the primary focus on student learning, and an open enrollment model, 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, combined with a digital curriculum, allow teachers to customize instruction for each student. Montrose ALC content teachers participate in weekly professional learning communities that provide professional development on instruction, interventions, and observational feedback. Montrose ALC is staffed with seven full-time teachers including teachers certified in core content areas, two special education teachers, and an itinerant English for Speakers of Other Languages (ESOL) teacher. Montrose ALC utilizes a

blended learning model with explicit instruction characterized by scaffolds for students struggling with literacy. In addition, English learners (ELs) are supported by an itinerant 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 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.

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 and collaborate with the administrator and clinicians to create an Individual Success Plan for their child. Restorative circles are run once a month by Montrose ALC teachers. Restorative circles encourage classroom and community building, help resolve classroom issues, and build trust. In addition, 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. 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.

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 earn 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 redeemed through classroom and program incentives.

Demographics:

During the 2021-22 school year, 55 students received instruction at Montrose ALC.

- Minority (non-white), 93%
- Eligible for special education services, 29%
- English Learners (1-4), 47%
- Male, 80%
- Overage for grade level, 9%

Current Focus

Process Goals:

Goal 1: In SY2022-23, all core content teachers will incorporate a literacy strategy in their lesson plan twice a month.

Goal 2: In SY2022-23 all core content teachers will utilize digital curriculum in a blended learning model and will turn in monthly curriculum maps for each academic intervention tier.

Goal 3: In SY2022-23, all students will be explicitly taught skills that support social and emotional learning weekly.

Goal 4: In SY2022-23, all students will participate in a weekly needs-based intervention facilitated by clinicians and support staff.

Outcome Goals:

Goal 1: SY2022-23, Montrose ALC staff will conduct 20 outreach meetings with comprehensive middle schools.

Goal 2: In SY2022-23, 75 percent of all students will answer 3 out of 5 questions positively on the Literacy Dispositions and Outlooks survey before they exit Montrose ALC.

Data Narrative:

Goal 1: In SY2021-22 the Montrose team will conduct 16 outreach meetings with comprehensive middle schools.

Goal 1 Outcome: This goal was met. The Montrose team held 43 initial 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.

Goal 2 Outcome: Sufficient data to assess this goal was not available due to changes in enrollment and exit procedures.