

Bryant Alternative Learning Center (ALC) 2023-24 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 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 academics, 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 .

The ALC operationalizes the Multi-Tiered System of Support (MTSS) framework to generate sustainable outcomes through practices that support students, systems that support staff, and continuous data-driven decision making. This creates a culture in which there is a shared responsibility and collaboration among all staff members to ensure the educational needs of all students. 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 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 digital curriculum as a resource. The digital curriculum is used to ensure 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:

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, learn it is possible to make amends for past mistakes and move forward.

Many students enrolled in Bryant ALC demonstrate executive functioning needs. 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 and lessons centered around Social Emotional Learning (SEL) on a regularly scheduled basis to support students in developing prosocial 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 prosocial behavior on a continued basis. Appropriate behaviors and academic successes are tracked and rewarded as students meet academic and behavioral milestones.

Demographics:

During the 2022-23 school year, 79 students received instruction at Bryant ALC.

- Minority, 92 percent
- Eligible for special education services, 30 percent
- English Learners (1-4), 42 percent
- Male, 59 percent
- Overage for grade level, 18 percent

With the student population being eighty-six 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. 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.

SY22-23 Data Narrative

Data Narrative

Goal 1: In SY2022-23, 100% of students will show growth on the reading inventory by increasing their Lexile score by at least one grade level.

Outcome: This goal was not met. Our student population fluctuated, and we were unable to track the status of students taking the reading inventory over the course of the year.

Goal 2: In SY2022-23, Bryant ALC will increase the overall math SOL pass percentage by 10 percentage points.

Outcome: This goal was met. Many students were not on grade level. Additionally, student absences impacted the SOL data.

Goal 3: In SY2022-23, In SY2023-24, 100% of our students will accomplish one Portrait of a Graduate (POG) skill from the Communicator and Goal Directed and Resilient Individual attributes from the time they enter and leave our program.

Outcome: This goal was met.