



Bedford County Public Schools

**Goals/Continuous School Improvement Plan
Alternative Education Center & Bedford Connects
2022-23 School Year**

Part I: Vision, Mission, Accountability & Accreditation Information, and Goal Statements

Alternative Education Center & Bedford Connects	
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Vision: Vividly paints a picture of the future/leads to a desired outcome.	All are Empowered to be Capable, Creative Citizens
Mission: Is focused on the present and is prescribed by the vision statement (i.e., is the roadmap that will take you to the vision).	Our mission is to provide a unique and flexible educational environment where individuals feel safe, valued, welcomed, and respected. In our programs, students are given opportunities to develop foundational skills that demonstrate mastery. We believe successful individuals become responsible citizens in the future.
Federal Accountability Information	N/A - Serving School
State Accreditation Information	N/A - Serving School
SMART Goal Statement 1:	During the 2022-23 school year, we will provide support to students in all of the AEC programs. This will include social, behavioral, emotional, and academic. This is meant to support the vision of AEC and have our students find fulfillment. This can be measured by a reduction in repeat discipline students, increased GED completers by 3, increased adult GED completers by 5, and have all of our seniors graduate.

SMART Goal Statement 2:	The Alternative Education Center will go through a rebrand effort that will increase knowledge of our programs and goals within the division and greater community. We will increase our partnerships with community organizations by two, by the end of the 2022-23 school year.
SMART Goal Statement 3:	The AEC staff will work collaboratively to improve the school climate as measured by improved results in the school climate survey and student entrance survey compared to the previous results.

Part V: Goals, Strategies, and Action Steps

SMART Goal Statement 1: During the 2022-23 school year, we will provide support to students in all of the AEC programs. This will include social, behavioral, emotional, and academic. This is meant to support the vision of AEC and have our students find fulfillment. This can be measured by a reduction in repeat discipline students, increased GED completers by 3, increased adult GED completers by 5, and have all of our seniors graduate.			
Strategy 1: Provide students with academic support so that their time at AEC is productive and helpful.			
Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
1) Content Focused Days- on these days students will have the opportunity to participate in science labs, projects, mini lessons, and content specific help	<ul style="list-style-type: none"> Content teachers for students who are at AEC for discipline and the ISAEP program 	<ul style="list-style-type: none"> Mondays- Art Tuesdays- Science Wednesdays- Math Thursdays- English Fridays- Social Studies 	<ul style="list-style-type: none"> Improved grades Increased participation in projects and labs Increased student engagement
2) Remediation. This is done throughout the school year but especially before SOLs, during unit reviews, and after these tests.	<ul style="list-style-type: none"> Content teacher SPED teacher 	<ul style="list-style-type: none"> Ongoing When a student is performing below their usual level or behind their age group When a student asks for assistance When the teacher notices that student is struggling or gets a bad grade on an assignment/quiz/test 	<ul style="list-style-type: none"> Improvement in student grades on Edgenuity Improvement on student performance to meet or exceed grade level goals Improvement of student IEP goals
3) Tutoring one-on-one. This can be student initiated or teacher initiated but results in a	<ul style="list-style-type: none"> Content teacher 	<ul style="list-style-type: none"> Ongoing When a student asks 	<ul style="list-style-type: none"> Improvement in student grades on

focused mini lesson addressing the student's weaknesses and supporting their progress.		<ul style="list-style-type: none"> for assistance When the teacher notices that student is struggling or gets a bad grade on an assignment/quiz/test 	<ul style="list-style-type: none"> Edgenuity Virtual Virginia GED tests.
Strategy 2: Provide students with social & emotional support so that their time at AEC is productive and helpful.			
Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
1) Relationship building. Teachers are encouraged to offer breaks to students that seem off task, to help them learn mature coping skills, and feel as though someone is invested in their success. These of course are to remain professional but our flexible schedule and small ratios allow for our teachers to develop strong connections with the students.	<ul style="list-style-type: none"> All staff members Guidance counselor 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Student Surveys Student rapport with staff Reduction in referrals
2) Consistent discipline. This is to be honed throughout the year. Although it is certainly important at the beginning of the year to establish clear rules, procedures, and boundaries these will need to be revisited and retaught often. Breaks, new students, or changes to a student's life outside of school can all be triggers for students to act out. Having clear and consistent discipline helps these students learn boundaries and find comfort in the consistency.	<ul style="list-style-type: none"> All staff members Principal 	<ul style="list-style-type: none"> Ongoing Based on feedback from stakeholders After breaks After winter weather schedule changes 	<ul style="list-style-type: none"> Student surveys Reduction in referrals
3) Consistent application of procedures. This will help students understand what is expected of them and help them comply.	<ul style="list-style-type: none"> All staff members Principal 	<ul style="list-style-type: none"> Ongoing Based on feedback from stakeholders 	<ul style="list-style-type: none"> Student Surveys Student rapport with staff Reduction in referrals

SMART Goal Statement 2: The Alternative Education Center will go through a rebrand effort that will increase knowledge of our programs and goals within the school and greater community. We will increase our partnerships with community organizations by two, by the end of the 2022-23 school year.

SMART Strategy: Present information about programs to base schools and the community

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
1) Communicate ISAEP program requirements to base schools and parents. This can help our program reach more potential students and also help serve students that are truly in need of the program.	<ul style="list-style-type: none"> Principal ISAEP teacher 	<ul style="list-style-type: none"> July January Ongoing 	<ul style="list-style-type: none"> ISAEP candidates are more appropriate ISAEP students and families are more prepared
2) Create an AEC brochure. This could be placed at community locations to promote our adult programs and at base schools to educate our student population about our programs	<ul style="list-style-type: none"> Faculty Secretary 	<ul style="list-style-type: none"> Second semester to push out Summer and beginning of 2023-24 school year 	<ul style="list-style-type: none"> Printed copies in all secondary base schools Printed copies in community locations
3) Create a new AEC outdoor sign for better visibility	<ul style="list-style-type: none"> Principal Faculty 	<ul style="list-style-type: none"> Summer and beginning of 2023-24 school year 	<ul style="list-style-type: none"> Sign installed
4) Local Newspaper articles.	<ul style="list-style-type: none"> Adult GED Coordinator Principal 	<ul style="list-style-type: none"> December 	<ul style="list-style-type: none"> Article published Increase in enrollment to the program post publication
5) School Website Edits	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Increased participation in AEC programs Community understanding of AEC

SMART Goal Statement 3: The AEC staff will work collaboratively to enhance the school climate as measured by improved results in the school climate survey and student entrance survey compared to the previous results.

SMART Strategy #1: During the first semester of the 2022-23 school year, the AEC faculty will do a book study on PLCs (professional learning communities). The book is *PLC at Work in Your Small School* by Breez Longwell Daniels. This will be accomplished by weekly book discussions in the first semester. In the second semester, this knowledge will be put into practice in weekly meetings to analyze data from students. This data will then be acted upon to serve students.

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
1) School will research and purchase a book about PLCs in small schools	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> By the first day of teacher work week 	<ul style="list-style-type: none"> Books are purchased and distributed
2) Faculty will read and discuss the entire book	<ul style="list-style-type: none"> Principal Faculty 	<ul style="list-style-type: none"> Weekly reading group meetings and discussions 	<ul style="list-style-type: none"> Agendas and notes
3) Faculty will implement principles of the healthy PLC operations and practices	<ul style="list-style-type: none"> Principal Faculty 	<ul style="list-style-type: none"> Weekly group meetings and discussions 	<ul style="list-style-type: none"> Agendas and notes Observations

SMART Strategy #2: Teachers will decide on data points they can gather to measure the student progress from the goals of the PLC.

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
1) Teachers will create and share surveys for students entering AEC	<ul style="list-style-type: none"> Principal Faculty 	<ul style="list-style-type: none"> By the beginning of the second nine weeks 	<ul style="list-style-type: none"> Surveys Data collected
2) Faculty and students will complete the school climate survey	<ul style="list-style-type: none"> Principal Faculty 	<ul style="list-style-type: none"> By the beginning of the second semester 	<ul style="list-style-type: none"> Surveys Data collected
3) Faculty will analyze results from surveys	<ul style="list-style-type: none"> Principal Faculty 	<ul style="list-style-type: none"> By the beginning of the second semester When new students arrive 	<ul style="list-style-type: none"> Surveys Data collected
4) Faculty will use training from PLC book study to address results from data	<ul style="list-style-type: none"> Principal Faculty 	<ul style="list-style-type: none"> By the end of the second 	<ul style="list-style-type: none"> Surveys Data collected

collection		<div>semester</div> <ul style="list-style-type: none">• When new students arrive	
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