**SBDM COUNCIL REPORT 2023-2024**

**School**: Buckner Alternative High School

**SBDM Council Members**

* Beth Carter (Principal)
* Jamie Brown (Associate Principal)
* Morgan Roberts (High School Counselor)
* Parents / Teachers / Chair (BAHS does not have an SBDM)

**Date of Presentation to the Board**:

1. **Discuss the work you are doing in your building around core instruction. What would you like to highlight that is working well in your building? How are these efforts impacting student groups experiencing the achievement gap? All students?**

Culture, connection, and positive relationships continue to be the foundation of BAHS. Our mission statement, **“No Excuses - Find a Way”** is challenged each and every day. Whether certified or classified, our staff is resourceful at adapting to adversity. We are experiencing higher levels of trauma, apathy and enabling that are negatively reinforcing student deficits in all academic areas. We have also identified an increased number of students requiring a substantial number of credit recovery classes to graduate on time. Overall, students are missing the basic necessary skills.

To address these challenges, we were excited to receive the funding to hire a full-time math intervention teacher. This resource has allowed us to create a fluid classroom of intervention for those not only behind in credits but struggling with missing concepts. In addition, our interventionist is also certified in middle school math. With the influx of middle school students, this has been a tremendous resource. BAHS math staff have also participated in the district cohort “Building Thinking Classrooms”. They continue to implement the strategies learned during this cohort which are directly impacting our math instruction.

Our PLC journey continues as we work to address students in middle and high, special education, regular education, with a 504 and a myriad of other needs. BAHS does not have an Instructional Coach, however we have been afforded the opportunity & funding to work with a current district instructional coach to help guide us on our PLC journey. We are grateful for this time and look forward to our PLC and student growth.

At BAHS success is not only measured in the classroom, but in our non-cognitive work. The continued rise in mental health needs of our students and families is at an ever-challenging pace. The sheer number of students with anxiety/depression/suicidal ideation/substance abuse/trauma/etc. has continued to multiply. Beyond the scope of academics, BAHS coordinates services / therapists / assessments / family supports /etc.

We have also experienced higher levels of apathy in our students this year. Whether it is from the pandemic, trauma or family related issues, the problem is real. We have focused collaborative efforts with all of our high schools and middle schools to **“Find a Way”** with each of our students. In addition, we continue to work tirelessly with community providers to address the social-emotional and physical needs of struggling learners.

We all know that vaping has changed the accessibility and ease in smoking nicotine, marijuana and synthetic marijuana in classrooms, bathrooms, hallways and on buses. Society is ever changing and we work to meet those challenges. he growth in building relationships mirrors our concern about student’s academic success, their lack of motivation and failures, their mental health, chemical dependency and the many struggles families are facing each and every day.

On a positive note, KUDOS to board for the amending the drug use/possession/distribution policy this school year. At this time last year we had 13 second time use/possession or distribution offenders. As of this report, we have **TWO!** Our goal is to keep the drugs out of school, educate students on the short/long term repercussions and support them in counseling to address the drug and/or underlying issues.

I can’t say enough about our staff! The BAHS team is AMAZING! They are not only educators, but also caretakers and advocates for our students. They diligently work to create an environment where students feel safe and valued (not something many of them feel in their own homes or the community). Without safety and value, students will not take the necessary risks to learn. It is within our learning as instructional advocates that we can continue to address and communicate the non-cognitive issues to positively impact student achievement and learning.

1. **Based on the needs of your school, what priority areas have you identified? How will you work on these priority areas this year and how will you measure progress over time?**

BAHS is ever evolving. The BAHS community, small as it may be, is an extremely diverse population that requires us to find the crossroads between compliance and engagement for our students. Within the six unique programs at BAHS, we are always working to engage students academically, as well as provide the support and interventions to address the non-cognitive issues (behavioral/mental health/drug and alcohol/diversity/inclusion).

***Non-cognitive Issues:***

The non-cognitive issues are a continued challenge. We continue to work with the judges (juvenile & family), the Department of Juvenile Justice (DJJ), Court Designated workers (CDW), Cabinet for Health and Family Services (CHFS), therapists, psychologists/psychiatrists, social workers, CASA workers, and mental health consultants to create programming to address our student’s needs. Many of the circumstances happen outside the reach of the school, however we continue to work to address and provide daily instruction.

In addition, we continue to experience an influx of middle school students. Currently, we have eight middle school students with extremely diverse and intense behavior/mental health needs. The difference between ages 11 and 19 is tremendous. BAHS staff have been amazing with fluid and creative scheduling to meet the needs of all our learners.

***Cognitive Issues:***

Most of the students that enter BAHS are behind in credits and are failing academically. As a staff, we continue to work to provide continuous assessment and focused remediation/intervention to address the learning needs of our students. We want all students to be passing their coursework to find their way on the path towards graduation.

All staff attend on-going training provided by administration, district personnel and our school counselor/school social worker to address non-cognitive issues. As our academic PLC continues to evolve, we delve into analysis of student work, as well as combine the mental health, behavioral and community needs to gain an overall picture of each student.

Our success is measured through attendance, students meeting curriculum aligned criteria, their ability to engage in mental health services, and returning to grade level/graduating. Our successes may look different than other schools, but they are successes for our kiddos.

1. **What are two topics that you and your council would like to discuss with the Board?**
2. The continued influx of middle school students being assigned to BAHS for a multitude of reasons. With these intense needs/number of students we were afforded the opportunity to hire another staff member for just this year. Knowing that these eight middle school students won’t be leaving us any time soon, we need to keep this position in the upcoming years. It is not feasible to have 11- and 12-year-old students in the same classrooms as 18- and 19-year-olds.
3. Being behind in math is a common theme at Buckner Alternative. Math phobia is real! It is amazing the relationships that have formed with kids and the strides our math team is making with students. Working with students to create a plan where they can see success (by gaining both skills and credits) has helped to define a pathway of success. It is a bonus that our math interventionist is also certified in middle school math. Please continue to keep this position to serve the current student population.
4. Excited as we continue to plan the new BAHS building!

**BAHS Mid-Year Data - As of January 25, 2024**

|  |  |  |
| --- | --- | --- |
| **Year-to-Date**  **Total Current Enrollment:**  **86**  **(versus 75 Jan 2023)** | **Intensive Program**  **IN PERSON** | **Expulsion**  **Long Term Placement**  **IN PERSON** |
|  |  |  |
| Current Enrollment | 61  (versus 40 Jan 2023) | 6  (versus 9 Jan 2023) |
| Male | 34 (56%) | 5 (83%) |
| Female | 27 (44%) | 1 (17%) |
| African American | 9 (15%) | 0 (0%) |
| Hispanic | 3 (5%) | 1 (17%) |
| ECS | 12 (20%) | 4 (67%) |
| 504 | 18 (30%) | 1 (17%) |
| ELL | 0 (0%) | 0 (0%) |
| Middle School  High School | 8 (13%)  53 (87%) | 1 (17%)  5 (83%) |
| Court Involved | 29 (48%) | 6 (100%) |
| Outside Services | 32 (50%) | 6 (100(%) |
| Active Truancy | 22 (36%) | 0 (0%) |
| Graduates | 13 | --- |
| Withdrawn/Other Schools | 7 | --- |
| Dropout | 0 | --- |
| Threat Assessments | 5 | — |

|  |  |
| --- | --- |
| **Credit Recovery**  **\*\* Unduplicated Numbers** | **2023-2024**  **(YTD)** |
| Total Students Enrolled | 62 |
| OCHS (14) | 21 full credits  4 half credits |
| SOHS (0) | -- credits |
| NOHS (0) | -- credits |
| Total Credits Earned | 23.0 |
|  |  |
| BAHS Credits Recovered | 84 full credits  49 half credits  Total: 108.5 |

|  |  |  |
| --- | --- | --- |
| **OCATS** | **2023-2024**  **(YTD)** | **2022-2023** |
| Total Reservations | 178 | 356 |
| Total Day Served | 280 | 509 |
| ECS Students | 48 (27%) | 84 (24%) |
| 504 Students | 12 (7%) | 46 (13%) |
| Return visit % | 19 (11%) | 60 (17%) |

|  |  |  |
| --- | --- | --- |
| **Renaissance Program** | **2023-2024**  **(YTD)** | **2022-2023** |
| Total Students Served | 46 | 111 |
| Total Drug Violations | 46 (100%) | 111 (100%) |
| All Other Violations | 0 (0%) | 0 (0%) |

**BAHS Graduate Follow-Up**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Class of** | **# of Graduates** | **College**  **(Full time &**  **Part time)** | **Military** | **WFT**  **(Working Full time)** | **WPT**  **(Working Part time)** | **Others** |
| 2023  As of Jan 2024 | 24 | 8 | — | 16 | — | None |
|  |  |  |  |  |  |  |
| 2022  As of Jan 2023 | 13 | 0 | 1 | 9 | 3  Full Time Parent = 3 | None |
|  |  |  |  |  |  |  |
| 2021  As of Jan 2022 | 7 | 1  (applied) | 0 | 4 | 2 | 1  Full Time Parent = 1 |
|  |  |  |  |  |  |  |
| 2020  As of Jan 2021 | 11 | 3 | 0 | 5 | 3 | None |
|  |  |  |  |  |  |  |
| 2019  As of Jan 2020 | 12 | 3 | 1 | 8 | 0 | None |
|  |  |  |  |  |  |  |
| 2018  As of Jan 2019 | 14 | 3 | 0 | 8 | 3  One has child | None |
|  |  |  |  |  |  |  |
| 2017  As of Jan 2018 | 22 | 1 | 2 | 10 | 7  One has child | 2  Unknown = 1  Full Time Parent = 1 |
|  |  |  |  |  |  |  |
| 2016  As of Jan 2017 | 18 | 5  5 work FT/PT | 0 | 8 | 3 | 2  Incarcerated = 1  Full time Parent = 1 |
|  |  |  |  |  |  |  |
| 2015  As of Jan 2016 | 25 | 11  1 works FT | 0 | 12 | 7 | 2  Incarcerated = 1  Full Time Parent = 1 |
|  |  |  |  |  |  |  |
| 2014  As of Jan 2015 | 25 | 3 | 0 | 16 | 1 | 5  Vocational Rehab = 1  Full Time Parent = 2  Deceased = 1 |
|  |  |  |  |  |  |  |