

Brevard Public Schools

# Gardendale Separate Day School



## 2021-22 Ungraded Schoolwide Improvement Plan

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## Gardendale Separate Day School

301 GROVE BLVD, Merritt Island, FL 32953

[www.brevardschools.org](http://www.brevardschools.org)

### Demographics

**Principal: Kelly Grugan**

Start Date for this Principal: 8/1/2019

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	ESE
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-12
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* White Students* Economically Disadvantaged Students*
<b>School Improvement Rating History</b>	2021-22: Unsatisfactory 2020-21: No Rating 2018-19: Unsatisfactory 2017-18: Maintaining 2016-17: Unsatisfactory
<b>DJJ Accountability Rating</b>	2023-24: No Rating

### School Board Approval

This plan is pending approval by the Brevard County School Board.

### SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

### **Purpose and Outline of the SIP**

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

The mission of Fieldston Preparatory School is to develop, implement and manage individual and therapeutic educational programs for all students in our care.

#### **Provide the school's vision statement.**

Fieldston Preparatory School inspires accountability without excuses. We strive to provide an atmosphere of love, respect and acceptance, along with maintaining the feeling of a public school. Students at Fieldston receive individualized education and counseling in a highly structured environment, while developing an appreciation for learning and consistency. Students learn and apply coping skills to solve every day, real world problems. We offer strategic interventions to help each student achieve their "personal vest" academically, socially and behaviorally. Our focus is to foster a positive relationship between parent, school and student with emphasis on family values in the spirit of altruism.

At Fieldston we believe in goals and the ownership of achieving them. Setting attainable goals requires high expectation. At Fieldston, the high expectations of children apply to our staff as well. In order to serve them best, we must expect of ourselves what we expect of our students.

#### **Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.**

Fieldston provides comprehensive, individualized, research based educational, and behavioral services to students identified by the Child Study Team as in need of a Separate Day School to a student population of 100% special education students. We develop and implement programs that nourish academic, vocational, emotional, physical, social, and intellectual growth through a constructivist model enlisting the Student and the Family. Curriculum and instruction are designed to help each student master grade appropriate academic and social skills through a variety of traditional and research based innovative approaches. Fieldston believes that students with academic and social deficits learn best when challenged in a non-traditional environment offering a variety of instructional models. By tapping into the appropriate motivational strategy for learning, each student has the opportunity to maximize academic advancement and transition back into a less restrictive school setting, post-high school education and/or independent adult living.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Colletti, Cindy	Director	As the Director Ms. Colletti is an Instructional Leader responsible for the overall activities of the school, ensuring faculty and staff have the proper materials, resources, and training to effectively deliver data driven standards based instruction to all students. Ms. Colletti is responsible for coordinating and collaborating with the Leadership Team to create learning opportunities and coaching to ensure compliance and implementation of structural school policies and procedures to promote and monitor student needs and progress. Ms. Colletti is responsible for creating and maintaining open communication and active participation with the community and other stakeholders to continue creating a positive and productive team-based school culture that aspires to increasing student achievement.
Stahl, Karla	Curriculum/ Testing Coordinator	Curriculum, testing and Title I contact. Ms. Stahl oversees the implementation of curriculum aligned with Florida Standards, FSA and FSAA Testing protocols, progress monitoring diagnostics and needs based resources. Ms. Stahl as an Instructional Leader is responsible for ensuring aligned curriculum and teaching practices. She collaborates with all members of the Leadership Team and monitors and assists with teacher development, providing feedback for instructional practices and student achievement. Ms. Stahl encourages all stakeholders to be involved and contribute to increasing school-wide student success and positive educational experiences.

#### Is education provided through contract for educational services?

Yes

#### If yes, name of the contracted education provider.

Fieldston contracts with Brevard Public Schools for Speech Language and Occupational therapist services.

#### Demographic Information

##### Principal start date

Thursday 8/1/2019, Kelly Grugan

##### Number of teachers with professional teaching certificates?

5

##### Number of teachers with temporary teaching certificates?

1

##### Total number of teacher positions allocated to the school.

9

##### Total number of students enrolled at the school.

88

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

## Demographic Data

### Early Warning Systems

#### 2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	1	4	4	4	4	8	12	21	11	10	10	14	103	
Attendance below 90 percent	0	0	0	2	1	1	2	4	5	3	2	3	2	25	
One or more suspensions	0	1	0	2	1	4	4	4	3	0	0	1	4	24	
Course failure in ELA	0	0	0	0	1	2	1	6	5	3	5	2	0	25	
Course failure in Math	0	0	0	0	1	2	0	2	4	1	1	1	0	12	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	2	3	6	14	4	2	2	2	35	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	2	4	8	9	5	2	1	3	34	
Number of students with a substantial reading deficiency	0	0	0	0	1	2	6	10	14	6	8	7	7	61	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	4	5	3	2	0	0	14

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	2	1	0	0	3	4	0	0	0	0	10	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Tuesday 8/10/2021

#### 2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### The number of students with two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

#### The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					65%	61%		68%	60%
ELA Learning Gains					58%	59%		59%	57%
ELA Lowest 25th Percentile					54%	54%		54%	52%
Math Achievement					67%	62%		67%	61%
Math Learning Gains					62%	59%		61%	58%
Math Lowest 25th Percentile					59%	52%		56%	52%
Science Achievement					62%	56%		63%	57%
Social Studies Achievement					80%	78%		81%	77%

### Grade Level Data Review - State Assessments

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**



ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	64%	-64%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	61%	-61%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	60%	-60%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	0%	60%	-60%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	9%	58%	-49%	52%	-43%
Cohort Comparison		0%				
08	2021					
	2019	0%	63%	-63%	56%	-56%
Cohort Comparison		-9%				
09	2021					
	2019	0%	62%	-62%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	59%	-59%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	61%	-61%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	64%	-64%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	0%	60%	-60%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	0%	67%	-67%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	0%	62%	-62%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	43%	-43%	46%	-46%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	10%	56%	-46%	53%	-43%
Cohort Comparison						
08	2021					
	2019	0%	53%	-53%	48%	-48%
Cohort Comparison		-10%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	66%	-66%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	7%	74%	-67%	71%	-64%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	8%	71%	-63%	70%	-62%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	61%	-61%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	60%	-60%	57%	-57%

### Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	2	14		8	44		11	21		8	
BLK		18		13	55						
WHT	6	17			33		10				
FRL		12		9	45		13	21		9	
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	26		9	11	8	16				
BLK	8	9		15	18						
WHT	12	23			5						
FRL	16	29		8	9		14				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	15
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	108
Total Components for the Federal Index	7
Percent Tested	88%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	15
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	22
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	13
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	16
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

The focus on implementation of progress monitoring and assessment tools such as iReady, IXL and Unique Curriculum show inconsistencies in data due to student turnover, refusals and absences. Fieldston intent is to utilize professional development, timelines and consistent monitoring of implementation to get valid data to drive instruction and identify areas of need for student achievement.

#### Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was K-3 Reading and Math. The student data shows 80% of the students showed an increase of 1 or more grade levels in Math and 68% showed an increase of 1 or more grade levels in Reading. Fieldston did have a concentration on implementing hands on activities, working with parents/guardians for home-school connection practice and review. The differentiated very small group instructional methodology with consistent monitoring and targeting areas of need showed effective learning successes.

#### What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The greatest area of need for improvement is valid progress monitoring in core academics based on consistent baselines and timeline assessments. Fieldston had a high percentage of students (23%) who refused or were absent for a significant period of time making progress monitoring data inconsistent and unreliable for learning gains/losses.

#### What trends emerge across grade levels, subgroups and core content areas?

Fieldston showed a decline in Reading and ELA learning gains. These are both areas of concern and may be directly correlated with a significant percentage of students with attendance less than 90%. Fieldston saw an increase in aggressive student behaviors and academic task avoidance. As behaviors increase the amount of academic effort and time decrease. Fieldston will be implementing more school-wide strategies, trainings and mentoring to promote consistent attendance as well as behavior interventions targeting task avoidance. These implementations along with progress monitoring and consistent implementation of Universal Design of Learning strategies in conjunction with Behavioral strategies we have high expectations for an increase in our students academic learning gains.

#### What strategies need to be implemented in order to accelerate learning?

The strategies for focus will be high priority for progress monitoring/assessments/baselines with validity, implementation of Universal Design of Learning, hiring and mentoring instructional staff and continual monitoring for consistency and fidelity.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development will continue in iReady, IXL and Unique Curriculum in order to implement a structured timeline of assessments/baselines for progress monitoring with fidelity. Professional development for differentiated instructional practices to include Universal Design of Learning, and breaking down standards for student achievement accessibility. Fieldston will have all teachers partake in Quality IEP training, subject area development, Behavior Interventions across a variety of exceptionalities, verbal de-escalation strategies, classroom accommodations to support student achievement and Service Excellence.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Other specifically relating to Progress Monitoring****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The consistency and validity of diagnostics and progress monitoring data is crucial to providing the resources, supports and differentiated instructional practices to meet individual student needs. The analysis of data is what drives the instruction and show the gaps in foundation learning in order to promote student achievement.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Structured and consistent implementation of progress monitoring to include baseline and quarterly assessments for 100% of our student population for identification of targeted areas of student needs

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored by instructional staff compliance with outlined timelines for baselines, assessments and post tests through teacher observations, completed learning gains spreadsheets and walk throughs. The data collected will be utilized for data driven instruction and discussed in PLC's and data meetings.

**Person responsible for monitoring outcome:**

Karla Stahl (karla.stahl@uhsinc.com)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

School-wide monitoring of student diagnostics and progress is used to plan curriculum and instruction for the individual student, put the plan into action with the appropriate intervention, accommodations and supports for student progress, evaluate effectiveness for student progress, collect evidence of practice and mastery and analyze for trends, needed reinforced teaching areas, and/areas of need in order to reflect/revise plans based on analysis of student data.

iReady is backed by timely research conducted in diverse educational settings. This research meets the criteria for "evidence-based" as defined by the Every Student Succeeds Act (ESSA).

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In order to provide the needed support and resources for our ESE students, Fieldston needs to have valid data to show baselines and monitor their progress for continual targeted areas in need of intervention to fill in foundational gaps in learning.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Professional development on navigating and utilizing data from diagnostics and assessment through iReady, IXL and Unique Curriculum (AccessPoints) for all current and new instructional staff.

**Person Responsible**

Cindy Colletti (cindy.colletti@brevardschools.org)

1. Monthly collaborative meetings for utilizing iReady, IXL, Unique Curriculum standards mastery assignments
2. Data meetings to develop guidelines, timelines for implementation and consistent monitoring
3. Classroom observations, walk throughs
4. Monitoring of learning gains/loss spreadsheets for compliance
5. Continual analysis of procedures and implementation for evaluation

<b>Person Responsible</b>	Cindy Colletti (cindy.colletti@brevardschools.org)
<b>Monitoring ESSA Impact:</b> If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	



**#2. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Fieldston will focus on all ESE subgroups for quality Reading/ELA instructional practices, resources and data driven individualized achievement. Fieldston students consistently show a significant deficit in this area which causes a need for a priority focus.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Fieldston will show that 80% or above of their ESE student population will show an increase in reading of one grade as evidenced in their progress monitoring assessments.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by classroom walk throughs, formal and informal observations, data meetings, learning gains spreadsheets with progress monitoring and diagnostic data.

**Person responsible for monitoring outcome:**

Cindy Colletti (cindy.colletti@brevardschools.org)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy being implemented in this area of focus is the priority need of closing in foundational learning gaps as evidenced by significant reading/ELA deficiencies. By analyzing data and providing intensive support and curriculum in conjunction with IEP services Fieldston can reach our struggling learners.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The resources and criteria for selecting this area of focus is that the foundational core for academics stems from reading/writing readiness and mastery. Without this foundational skill our ESE students continue to struggle in other academic areas. Fieldston will utilize Title 1 funds to provide needed resources and materials along with interactive, hands-on engaging curriculum and activities.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify student targeted areas of need
2. Identify needed resources/curriculum to support the teaching of targeted areas
3. Professional development for curriculum/standards
4. Very small group instructional coaching and mentoring
5. PLC to support and assist in cross-curricular implementation

**Person Responsible**

[no one identified]

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

**#3. Instructional Practice specifically relating to Differentiation****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The disaggregation of data shows a high percentage of our ESE students working below grade level. In addition to the data analysis Fieldston students have a variety of special education accommodations and interventions needed for student success. It is imperative that students have differentiated instruction in order to meet their individual needs.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Fieldston teachers will utilize differentional instructional practices in order to meet student needs in core academic in accordance with Universal Design of Learning. Differentiation will be implemented on a consistent basis by 100% of Fieldston instructional staff in all academic areas for all ESE students.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will be evidenced through participation in training, evaluating and implementation, measured outcomes, and observations.

**Person responsible for monitoring outcome:**

Cindy Colletti (cindy.colletti@brevardschools.org)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

UDL strategies school-wide implementation proactively evaluates the classroom instruction and environment and provides access to the content on the front end to identify and evaluate the need and placement of differentiated instruction as it relates individual students and retrofits and modifies on the back end

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

The rationale for selecting this specific strategy is to close the gap of grade level verses ability in core academics for student success. Fieldston will utilize Title 1 funds to provide the training, resources, supports and materials needed for all learners in all academic areas.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Analyze and evaluate the needed professional development, support and timelines with the Leadership team.
2. PLC to support teachers with implementation with consistency and fidelity.
3. Mentoring as needed
4. Scheduled classroom walkthroughs from Leadership team, in addition to formal observations of UDL teaching practices in action
5. Differentiation groups, models, and lessons provided to Curriculum Coordinator

**Person Responsible**

Karla Stahl (karla.stahl@uhsinc.com)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

**#4. Other specifically relating to Retention/Failure due to Attendance/Task Avoidance****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Fieldston showed a significant increase in attendance issues and task avoidance. Even when ESE students were present they often refused to participate in class, and/or complete academic tasks. This is a huge concern as the rate of Failure due to absences and failing grades has caused students to be held back.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Fieldston staff will track task avoidance and attendance to ensure that ESE students show a 10% increase in participation in school.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Data behavior sheets and attendance logs will be monitored for needed interventions and proactive measures for student involvement.

**Person responsible for monitoring outcome:**

Cindy Colletti (cindy.colletti@brevardschools.org)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Fieldston will utilize Title 1 funds, staff and parent/guardian collaboration to inspire students and motivate their involvement in the education process. Through the purchase of interactive student engagement materials, home-school connection work to increase practice skills and classroom resources Fieldston will keep students involved and improve their student outcomes.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Student involvement and participation in learning activities is the basis for ownership and success. By providing materials, resources and communicating that home-school connection we can get student buy-in and keep them motivated through tracking progress and showing them their growth.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

***No action steps were entered for this area of focus***

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

1. Attendance Meetings with IEP teams to implement behavior intervention strategies, classroom supports and Zones of Regulation.
2. Rounds meetings weekly to discuss behavior plans and any needed interventions.
3. Purchase of needed resources and hands-on interactive materials/curriculum for increased student engagement.
4. Teacher mentoring and monitoring to ensure creative lessons that promote student engagement.
5. Increased communication and analysis of behavior data sheets for early detection and intervention.

**#5. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In 2021, 0% of 3rd [4 students], 4th [2 students] and 5th graders [2 students] demonstrated 3+ proficiency on FSA ELA Assessment. House Bill 7011 signed into law by Governor DeSantis sets out to improve policies and practices to improve literacy outcomes for all students.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In 20-21, 5% of students assessed on ELA grade level standards met expectations. We will increase number of students reaching grade level expectations from 5% to 15%

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

ELA will be monitored through i-Ready & IXL and Unique Curriculum (ACCESS point students)

**Person responsible for monitoring outcome:**

Cindy Colletti (cindy.colletti@brevardschools.org)

**\*\*iReady:** This approach helps educators accelerate growth and grade-level learning. These tools provide rigorous and motivating reading and mathematics instruction that:

\*Personalize pathways to growth with precise instruction that is guided by i-Ready Assessment data, \* Motivate students to persist in building their skills and

\*Provide scaffolded support that meets the needs of all students.

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

**\*\*IXL:** Students using IXL experience significantly greater growth on the NWEA MAP assessments for math and ELA than students without IXL. With this study, IXL Math and IXL ELA meet the criteria for Tier II evidence-based interventions set by the U.S. Department of Education's Every Student Succeeds Act (ESSA).

**\*\*iReady:** Fieldston students arrive at varying ability levels. Driven by the i-Ready Diagnostic, lessons in Reading and Mathematics provide tailored instruction that meets students where they are in their journey and encourages them as they develop new skills. Tools for Instruction provide actionable, in-the-moment resources for addressing skills gaps in small group and one-on-one settings.

**\*\*IXL:** IXL offers personalized skill recommendations based on what each student has been practicing, so they can grow from where they are. It provides opportunities for reteach and remediation.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional development on navigating and utilizing data from diagnostics and assessment through iReady, IXL and Unique Curriculum (AccessPoints) for all current and new instructional staff.

**Person Responsible**

Cindy Colletti (cindy.colletti@brevardschools.org)

Parent/Guardian training provided along with student login information and website archived video for IXL home connection.

<b>Person Responsible</b>	Karla Stahl (karla.stahl@uhsinc.com)
<b>Monitoring ESSA Impact:</b> If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	<ol style="list-style-type: none"> <li>1. Identify student targeted areas of need</li> <li>2. Identify needed resources/curriculum to support the teaching of targeted areas</li> <li>3. Monthly collaborative meetings for utilizing iReady, IXL, Unique Curriculum standards mastery assignments</li> <li>4. Data meetings to develop guidelines, timelines for implementation and consistent monitoring</li> <li>5. Differentiation groups, models, and lessons provided to Curriculum Coordinator</li> <li>6. Classroom observations, walk throughs</li> <li>7. Monitoring of learning gains/loss spreadsheets for compliance</li> <li>8. Continual analysis of procedures and implementation for evaluation</li> </ol>

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### Describe how the school addresses building a positive school culture and environment.

At Fieldston Preparatory School we strive to build a positive school culture and environment for all our stakeholders. We build positive relationships with parents, families, and other community stakeholders by listening intently to our families and community and responding to their feedback, offering meaningful opportunities and events for our families to participate in, communicating proactively, and making it known that having all of our stakeholders engaged is a priority here on campus. The staff including ESE teachers, instructional assistants and counselors communicate one on one with each parent/guardian on a minimum of a weekly basis. Fieldston utilizes weekly meetings in which Leadership, instructional and counselors meet to discuss student needs, progress, and behavior based interventions. Working collectively as a collaborative team is so important to the successes of our environment, therapeutic programs and individual student progress.

Fieldston utilizes many different programs and services to ensure that the social emotional needs of all students are being met. The program inclusive opportunities to enrich independent functional, social-emotional and communication domains are a constant that reaches the "whole student" going above and beyond the academic needs. Through direct instruction, behavior interventions, differentiated instructional approaches, and positive supports we have implemented a consistent supportive behavior model for student success. Fieldston has also implemented several supports for our families to include parent/guardian workshops, communications and working collectively with outside agencies providing family



supports.

We have many activities in place in order to build morale among students, faculty, and staff.

We have a weekly student of the week and a monthly celebration for students who have demonstrated high integrity with character traits. Fieldston promotes school-wide and classroom based activities to engage students with active learning and participation.

100% of our students are assigned to an ESE mental health counselor. Counselors are available to see students throughout the school day. Each student has a social history and a mental health assessment questionnaire done with the assistance of their counselor. Instructional in social personal skills is available for SWD.

Fieldston also has a strong focus on Service Excellence program that begins with new hire training and continual with annual refreshers to instill the principles in the SE program. The school-wide implementation and monitoring of SE for our staff has shown a growth in teamwork and communication. The learning experience for our staff, leadership and students is ever evolving. We feel that the stronger staff is the better the school environment is to promote, model and inspire student motivation and success.

### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Fieldston stakeholders are parents/guardians, families, outside counselors, Certified Behavior Analysts, Registered Behavior Technicians, Brevard Public Schools, probation officers, Department of Children and Family Services, Devereux group home, post-school agencies to include colleges, technical and trade schools and our community based partners. It takes an active role by all stakeholders to meet the individual needs of every student. It is only through a collaborative approach that we can really ensure that all students have the support needed not only for the present but for the future.