

Brevard Public Schools

Gardendale Separate Day School



2022-23 Ungraded Schoolwide Improvement Plan

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Gardendale Separate Day School

301 GROVE BLVD, Merritt Island, FL 32953

www.brevardschools.org

Demographics

Principal: Kelly Grugan

Start Date for this Principal: 9/8/2020

| | |
|--|---|
| 2021-22 Status (per MSID File) | Active |
| School Function (per accountability file) | ESE |
| School Type and Grades Served (per MSID File) | Combination School KG-12 |
| Primary Service Type (per MSID File) | Special Education |
| 2021-22 Title I School | Yes |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2021-22 ESSA Subgroups Represented (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* |
| School Improvement Rating History | 2021-22: Unsatisfactory 2020-21: No Rating 2018-19: Unsatisfactory 2017-18: Maintaining 2016-17: Unsatisfactory |
| DJJ Accountability Rating | 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 Gardendale Separate Day School is to promote commendable conduct which leads to academic and personal success.

Provide the school's vision statement.

Gardendale Separate Day School [GSDS] 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 GSDS 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.

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

At GSDS, we provide comprehensive, individualized, research based educational, and behavioral services to students identified by the Child Study Team as in need of a Separate Day School. 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. At GSDS, we believe 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 |
|---------------|---------------------|--|
| Bland, Mary | Principal | Mrs. Bland is responsible for Gardendale oversight as well as all agency partners. She works directly as liaison between Student Services and Gardendale, and serves as principal. |
| Grugan, Kelly | Assistant Principal | |

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

n/a

Demographic Information**Principal start date**

Tuesday 9/8/2020, Kelly Grugan

Total number of students enrolled at the school.

105

Total number of teacher positions allocated to the school.

20

Number of teachers with professional teaching certificates?

8

Number of teachers with temporary teaching certificates?

5

Number of teachers with ESE certification?

8

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

0

Identify the number of instructional staff who joined the school during the 2022-23 school year.

20

Demographic Data**Early Warning Systems****2022-23****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 | 1 | 3 | 8 | 6 | 12 | 9 | 20 | 15 | 12 | 13 | 29 | 129 | |
| Attendance below 90 percent | 0 | 1 | 1 | 1 | 3 | 2 | 4 | 0 | 4 | 3 | 2 | 0 | 1 | 22 | |
| One or more suspensions | 0 | 1 | 1 | 3 | 5 | 4 | 8 | 3 | 11 | 9 | 4 | 4 | 4 | 57 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 3 | 0 | 3 | 2 | 13 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 4 | 1 | 3 | 1 | 15 | |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 5 | 5 | 8 | 4 | 9 | 6 | 4 | 7 | 5 | 53 | |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 4 | 5 | 10 | 6 | 10 | 9 | 0 | 7 | 0 | 51 | |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | |

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 | 1 | 1 | 1 | 3 | 2 | 4 | 0 | 9 | 8 | 2 | 3 | 2 | 36 |

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 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 20 | 23 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 4 | 2 | 1 | 2 | 16 | 27 |

Date this data was collected or last updated

Thursday 9/8/2022

2021-22 - 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 | 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 | |

Part II: Needs Assessment/Analysis**Subgroup Data Review**

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 3 | 24 | | 3 | 29 | | | 9 | | | |
| BLK | 8 | 20 | | | | | | | | | |
| WHT | | | | 9 | | | | | | | |
| FRL | 3 | 25 | | 4 | 25 | | | 10 | | | |
| 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 | | | | |

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | CSI |
| OVERALL Federal Index – All Students | 11 |
| 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 | 66 |
| Total Components for the Federal Index | 6 |
| Percent Tested | 90% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 11 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 3 |

| English Language Learners | |
|--|-----|
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| 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% | 0 |
| 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% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 9 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 3 |
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |
| White Students | |
| Federal Index - White Students | 5 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | 3 |

| Economically Disadvantaged Students | |
|--|-----|
| Federal Index - Economically Disadvantaged Students | 11 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 3 |

Part III: Planning for Improvement

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 related to the Areas of Focus?

This is Gardendale's first year open under new management/leadership.

Which data component showed the most improvement? What new actions did your school take in this area?

n/a

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?

Needs for improvement:

*Behavior

*Attendance

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

Trends:

**Proficiency in core content areas math/Alg 1 and ELA needs to be supported with scaffolded strategies to support gaps in learning.

**Staff training on the implementation and management of Behavior Intervention Plans is essential to classroom management.

**Attendance. Attendance for Gardendale Separate Day School students has historically been an issue due to the fluid enrollment of the student population. Students in grades 06-12 may have outside factors (i.e. court cases, probation violations, JDD incarceration, etc) that due to the outside factors that effects the overall attendance of each student and overall student attendance percentage. In reviewing the EWS, there is a strong connection between Attendance below 90 percent, Course failure in ELA or Math, and Level 1 on statewide assessment. With several students included in two or more early warning indicators, it becomes apparent that Gardendale has to identify the barriers that hinder the major data point of Attendance and therefore continue to hinder student achievement in ELA/Math and earning a Level 2 or higher on statewide assessments.

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

Credit retrieval programs, daily remediation time, and diagnoses of gaps in learning to scaffold and support instruction.

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

****Odyssey Ware**

****Behavior Intervention Plan writing and implementing**

****Classroom Management**

****New ELA and Math Curriculum**

Areas of Focus:

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

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

The students at Gardendale demonstrate chronic absenteeism and task avoidance. Even when students are present they often refuse 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 historically caused students to be off-track for graduation.

Measurable Outcome:

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

Staff will track task avoidance and attendance to ensure that all students show a 10% increase in participation in school and decrease in number of students with chronic absenteeism (missing more than 10% of school days).

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:

Kelly Grugan (grugan.kelly@brevardschools.org)

Evidence-based Strategy:

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

PBIS: Creating safe, supportive learning environments for children and youth with disabilities is a critical responsibility of all school personnel. To ensure a high-quality education prepares them for further education, employment, and independent living, students with disabilities need to be part of an inclusive school-wide system of positive behavior support. When implemented school-wide, the tiered framework of PBIS benefits all students – including students with disabilities. In order to provide an appropriate education to students with severe disabilities, teachers of these students must have sufficient preparation. To date, PBIS offers the most effective approach for improving serious challenging behaviors of students with severe disabilities.

PBIS is a framework for creating safe, positive, equitable schools, where every student can feel valued, connected to the school community and supported by caring adults. By implementing evidence-based practices within a PBIS framework, schools support their students' academic, social, emotional, and behavioral success, engage with families to create locally-meaningful and culturally-relevant outcomes, and use data to make informed decisions that improve the way things work for everyone.

Rationale for Evidence-based Strategy:

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

Establishing school-wide expectations with students sets the tone for the classroom. When you spend time getting to know students and use strategies to deepen connections every day, you are building a healthy classroom environment. When students have clear expectations, are regularly acknowledged for the things they do well, and receive instructional consequences more often than exclusionary ones, they are going to spend more time in class than out of it.

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.

PBIS implementation.

1. Train teachers and instructional assistants on the rationale and implementation of PBIS.
2. Conduct weekly classroom visits to provide positive and constructive feedback on implementation of PBIS.
3. Differentiate support to classroom teachers based on observations.
4. Monitor behavior and attendance data weekly to determine next steps.

Person Responsible Kelly Grugan (grugan.kelly@brevardschools.org)

Implementation of Function-Based, Multi-component Behavior Intervention Plans

1. Train teachers and all staff on function-based, multi-component Behavior Intervention Plans so that they have the skill set to reduce and manage challenging behavior via a) prevention tactics, b) teaching alternative or replacement behaviors or c) using appropriate consequence tactics.
2. Practice, observe and provide feedback to teachers on the implementation of the plan with a high degree of fidelity and the ability to respond/modify the plan due to behavioral triggers.
3. Teachers will collect and interpret behavioral data; gather relevant information about student characteristics that may affect behavior; conduct indirect and direct FBAs to learn about factors that increase or decrease the probability of challenging behavior; and based on the FBAs, create and implement BIPs that incorporate prevention tactics, replacement behaviors, and consequence tactics.

Person Responsible Kelly Grugan (grugan.kelly@brevardschools.org)

Implementation of on grade level, high quality ELA and Math Curriculum with differentiation.

1. Monthly collaborative planning meetings for utilizing district pacing & planning guides with ELA and Math.
2. Data meetings monthly to monitor impact of instruction on student achievement. I-READY and FAST data will be used.
3. Academic needs assessment for each individual student.
4. Small group ratio (< 3:1)
5. Classroom observations, walk throughs with teacher feedback.
6. Attendance reports will be monitored and parent phone calls will be made.
7. Credit retrieval opportunities provided towards graduation assurance.

Person Responsible Kelly Grugan (grugan.kelly@brevardschools.org)

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 for all subgroups .
2. Zones of Regulation parental workshops.
3. Rounds meetings weekly to discuss behavior plans and any needed interventions.
4. Purchase of needed resources and hands-on interactive materials/ curriculum for increased student engagement.
5. Purchase and implementation of SEL Social Emotional Mental Health Curriculum to inspire student motivation (T)
6. 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.

#2. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus Description and Rationale:**

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

Effective instructional practice that focuses on B.E.S.T. Standards leads to improvement in student achievement. While student data demonstrate that students are making learning gains, there is still room for improvement in Reading and Math as it relates to grade level expectations.

Measurable Outcome:

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

By the end of 2022-2023, it is expected that there will be a 10% increase over the 2021-2022 results in Reading and Math for students taking the FSAA.

Iready, FAST PM, Benchmark, EdGenuity

Monitoring:

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

The execution of the lessons will be monitored by the assistant principal for instruction and the instructional coach will participate in daily classroom walkthroughs using the classroom walkthrough protocol.

Teachers will receive frequent actionable feedback on their planning and lesson delivery.

Person responsible for monitoring outcome:

Kelly Grugan
(grugan.kelly@brevardschools.org)

Evidence-based Strategy:

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

Collaborative lesson planning is the evidence-based strategy that is being implemented for this Area of Focus. Different teams of teachers that are grouped together upon the grade and content collaborate weekly, planning lessons utilizing instructional strategies; debriefing these strategies, and analyzing data for improving delivery, re-teaching, or differentiating instruction to further implement interventions in order to increase student achievement.

Rationale for Evidence-based Strategy:

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

Collaborative lesson planning allows teams of teachers and instructional coaches to share and utilize effective instructional strategies that benefit larger groups of students.

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.

Teachers will collaborate with their teams and with instructional coaches to share effective strategies for instructional delivery.

Person Responsible

Kelly Grugan
(grugan.kelly@brevardschools.org)

Teachers will be provided with resources and professional development during collaborative planning regarding how to incorporate technology in their instructional delivery.

Person Responsible

Kelly Grugan
(grugan.kelly@brevardschools.org)

During collaborative planning, teachers will focus on common strategies for implementation that are aligned with standards.

Person Responsible

Kelly Grugan
(grugan.kelly@brevardschools.org)

Student Services support staff provide professional development to teaching staff on assistive technology, behavior management, ASD strategies, and TAPS.

Person Responsible

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Person Responsible

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(grugan.kelly@brevardschools.org)

Iready, FAST PM, Benchmark, EdGenuity

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.

The execution of the lessons will be monitored by the assistant principal for instruction and the instructional coach will participate in daily classroom walkthroughs using the classroom walkthrough protocol. Teachers will receive frequent actionable feedback on their planning and lesson delivery.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

PBIS linked to classroom management strategies

Describe how data will be collected and analyzed to guide decision making related to the selected target.

BEHAVIOR INTERVENTION PLANS

- + Data is collected on individual students as part of the Functional Behavioral Assessment (FBA) and is used to monitor the effectiveness of a Behavior Intervention Plan (BIP).
- + A baseline of the target behavior(s) to increase or decrease behavior will be established allowing for the comparison of behavior pre and post intervention.
- + The analysis of data tells us whether the interventions are effective and should guide the decisions on making changes to a program, including whether to continue with an intervention.
- + Data is used to support/monitor IEP goals whether behavioral or academic.

ACADEMICS:

- + Student grades (and course completion) are recorded and tracked in FOCUS throughout each semester.
- + Student progress in each course is monitored and discussed bi-weekly with an Academic Advisor and monthly with the Principal. Completed high school courses result in credit awarded to the student.
- + EWS data helps to identify students that are at risk for not graduating. By identifying them as early as possible, we are able to mitigate their risk factors, and help them graduate. We will provide guided intervention strategies, including instruction differentiation.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

- + Behavior and Academic Data shared with parents/families via IEP meetings.
- + Twice a year (December and May), the District Behavior Support Systems Resource Teachers will, in conjunction with the school lead, create an Implementation Report. The Implementation Report is a summary of the work and progress the school has made. It lists significant data, as well as an assessment of the strengths and growth areas of PBIS at the school. A copy of the Implementation Report is sent to the team lead, school principal (associate principal for state schools), and area assistant superintendent.
- + PBIS strategies, theory of action and progress monitoring tools will be shared with teachers and staff on early release Fridays.
- + PBIS strategies, theory of action and progress monitoring tools will be shared with students via modeling, non-examples, visuals and positive reinforcement.
- + PBIS strategies, theory of action and progress monitoring tools will be shared with parents via newsletters and social media communications.

Describe how implementation will be progress monitored.

After the data has been collected, the leadership and instructional team will analyze it.

This involves asking questions such as

- ? Is there a problem?
- ? What areas/systems are involved?
- ? Are there many students or a few involved?
- ? What kinds of problem behaviors are occurring?
- ? When are these problems likely to occur?
- ? What is the most effective use of our resources to address this problem?

Once the team has analyzed the data, they are ready to begin the process of data-based decision making

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.

| Action Step | Person Responsible for Monitoring |
|---|---|
| 1. Train teachers and instructional assistants on the rationale and implementation of PBIS. | Grugan, Kelly, grugan.kelly@brevardschools.org |
| 2. Conduct weekly classroom visits to provide positive and constructive feedback on implementation of PBIS. | Grugan, Kelly, grugan.kelly@brevardschools.org |
| 3. Differentiate support to classroom teachers based on observations. | Grugan, Kelly, grugan.kelly@brevardschools.org |
| 4. Monitor behavior and attendance data weekly to determine next steps. | Grugan, Kelly, grugan.kelly@brevardschools.org |