Brevard Public Schools

Viera High School

2019-20 Schoolwide Improvement Plan

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Viera High School

6103 STADIUM PKWY, Viera, FL 32940

http://www.vhs.brevardschools.org

Demographics

Principal: Heather Legate L

Start Date for this Principal: 5/31/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	15%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (73%) 2017-18: A (73%) 2016-17: A (67%) 2015-16: A (63%) 2014-15: A (76%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School PK, 9-12	No	17%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Support, Inspire, and Motivate

Provide the school's vision statement.

Opening doors to sculpt our students' future.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Robinson, Sarah	Principal	Prepare and manage the school's budget; read, interpret and enforce State Board Rules and School Board policy; Enforce collective bargaining agreements; Effective public relations skills; Analyze data; Effective interview techniques, coaching procedures and evaluation procedures; Effectively use public speaking skills; Effectively use problem solving skills; knowledge of current educational trends and research; knowledge of Human Growth and Development; knowledge of group dynamics. written and oral communication skills; skills in personnel management, interaction and supervision techniques.
Smith, Heather	Assistant Principal	Communications skills of listening, oral communication and oral presentation; demonstrate interpersonal skills and abilities; knowledge of human growth and development. Extensive knowledge of curriculum; technical knowledge and skills to operate computer, enter data, analyze and process information; effective decision-making skills and management skills; evidence of enthusiasm, job tolerance, initiative and strong work standards for self and others.
Kelly, Barbara	Teacher, K-12	Communications skills of listening, oral communication and oral presentation; interpersonal skills and abilities; knowledge of human growth and development. Extensive knowledge of curriculum; technical knowledge and skills to operate computer, enter data, analyze and process information; effective decision-making skills and management skills; evidence of enthusiasm, job tolerance, initiative and strong work standards for self and others.

Early Warning Systems

Current Year

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	0	0	0	0	0	0	0	0	547	575	528	434	2084
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	23	31	32	41	127
One or more suspensions	0	0	0	0	0	0	0	0	0	17	17	21	17	72
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	27	35	21	15	98
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	17	43	22	19	101

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	0	0	32	58	40	37	167

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	8	34	25	1	68
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	6	3	6	17

FTE units allocated to school (total number of teacher units)
114

Date this data was collected or last updated
Tuesday 7/9/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	185	202	189	0	576
One or more suspensions	0	0	0	0	0	0	0	0	0	16	21	17	22	76
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	4	25	15	0	44
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	39	50	50	29	168

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	0	0	25	54	49	10	138

Part II: Needs Assessment/Analysis

School Data
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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	79%	59%	56%	75%	57%	53%
ELA Learning Gains	66%	52%	51%	62%	51%	49%
ELA Lowest 25th Percentile	56%	40%	42%	52%	42%	41%
Math Achievement	71%	48%	51%	65%	48%	49%
Math Learning Gains	64%	49%	48%	52%	43%	44%
Math Lowest 25th Percentile	65%	45%	45%	40%	35%	39%
Science Achievement	79%	66%	68%	85%	67%	65%
Social Studies Achievement	83%	70%	73%	76%	67%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	547 (0)	575 (0)	528 (0)	434 (0)	2084 (0)
Attendance below 90 percent	23 ()	31 ()	32 ()	41 ()	127 (0)
One or more suspensions	17 (0)	17 (0)	21 (0)	17 (0)	72 (0)
Course failure in ELA or Math	27 (0)	35 (0)	21 (0)	15 (0)	98 (0)
Level 1 on statewide assessment	17 (0)	43 (0)	22 (0)	19 (0)	101 (0)

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

NOTE: An asterisk (*) in any cell indicates the viata has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	82%	62%	20%	55%	27%
	2018	76%	60%	16%	53%	23%
Same Grade Comparison		6%				
Cohort Comparison						
10	2019	75%	59%	16%	53%	22%
	2018	77%	61%	16%	53%	24%
Same Grade Comparison		-2%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	66%	13%	67%	12%
2018	84%	67%	17%	65%	19%
Compare		-5%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	71%	12%	70%	13%
2018	83%	70%	13%	68%	15%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	61%	3%	61%	3%
2018	64%	62%	2%	62%	2%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	60%	12%	57%	15%
2018	86%	60%	26%	56%	30%
Compare		-14%			

Subgroup Data

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	33	43	38	33	50	62	39	53		87	28
ELL	46	92			73		60			92	64
ASN	71	60		75	67		94	71		100	84
BLK	63	60	43	46	47		55	68		86	42
HSP	74	71	67	68	64	65	73	77		93	72
MUL	88	74	73	70	58		74	92		93	71
WHT	80	65	55	73	66	67	82	85		96	78
FRL	65	63	52	58	57	68	58	70		89	53

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
SWD	39	49	47	60	59	53	56	49		72	33
ASN	87	67					79	100		100	60
BLK	50	54	45	48	50	58	63	75		82	48
HSP	74	58	50	71	56	52	80	86		92	77
MUL	71	55	48	80	54	50	88	84		88	65
WHT	79	62	50	85	67	73	87	83		95	73
FRL	61	58	48	64	60	59	71	77		85	66

2017 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 2015-16	C & C Accel 2015-16
SWD	34	47	43	38	38	21	58	47		79	33
ELL		20		71	91						
ASN	84	63		88	88		100	64		91	60
BLK	60	58	41	53	57	43	76	63		97	66
HSP	75	61	60	64	55	48	81	73		89	70
MUL	72	63	65	62	49	58	81	79		100	63
WHT	77	62	50	66	50	36	86	79		94	70
FRL	66	50	39	55	51	45	80	66		88	57

ESSA Data

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)	N/A
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	733
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	71
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	72

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	77
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Looking at overall achievement, the area that continues to be the lowest performing is ELA for our bottom quartile. Even though this component was the lowest performing component again this year, it is important to note that there was a 7% increase in achievement compared to 2018. It is also worth noting that the achievement for this group continues to be above both the district and the state average.

The area of greatest concern is the overall achievement of our students with disabilities in ELA, as only 33% demonstrated proficiency and only 38% demonstrated gains in learning. This is a 6% decline in ELA and 9% decline in learning gains compared to 2018. One contributing factor to last year's low performance is the fact that we had multiple new to English or new to Florida teachers during this year. Last year was also the first year of implementing support facilitation and there was

inadequate training and implementation. Inconsistency in scaffolding, implementation of intervention strategies and use of complex texts are also contributing factors.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline in performance from 2018 to 2019 was in overall math achievement, which decreased by 9%. Further examination of the data reveals that the Algebra 1 EOC achievement rate remained the same at 68%, while Geometry dropped from 87% to 72%, a 15% drop. The major factor contributing to this decline was the increase in the amount of students taking Liberal Arts Math during the 2018 school year, resulting in three times as many juniors/seniors testing in Geometry for the 2019 school year. The juniors and seniors performed at 27% and 14% proficiency, respectively, while freshman and sophomores performed at 86% and 73% proficiency.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

While overall achievement data indicates that Viera is performing above the state average, there are three subgroups that are under-performing compared to the state and district with respect to college and career acceleration: students with disabilities, black students, and economically disadvantaged students. Only 28% of our students with disabilities demonstrated college and career acceleration readiness, while the state average was 29% and the district's average was 33%. The state and district average for black students demonstrating college and career readiness were 50% and 48%, while 42% of black students at Viera demonstrated college and career readiness. Economically disadvantaged students are demonstrating proficiency at 54% across the state, 56% across the district, and 53% at Viera High School. Proficiency for this area can be demonstrated through successful completion of an industry certification, earning a "C" or better in a dual enrollment course, and/or earning a level 3 or higher on an AP exam.

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

The component that showed the most improvement was ELA scores for our lowest quartile, with an increase of 7%. Multiple professional development opportunities were provided to teachers throughout the year that focused on Teacher Clarity, meaningful feedback and literacy across subject areas. Cross-curriculum collaborative planning days were held between ELA and Social Studies, focusing on integration of knowledge and ideas and incorporating text-based evidence, while using the district resource teachers and Viera's literacy coach to provide support to our teachers. Science teachers teamed up with the literacy coach to implement literacy strategies throughout science. Teachers also collaborated within their CMA groups to plan common assessments and analyze the data to drive instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Examining the Early Warning Systems data for Viera, it is evident that there is a correlation between the grade level for which students take math state assessments and their achievement level. This correlation can be seen in both Algebra and Geometry . Of the students who scored a level 1 on the Algebra 1 EOC for the 2019 school year, only 22% were freshman. This data does not support the use of Algebra 1-A and 1-B to increase student achievement. As the grade level increase when the Geometry EOC is taken, the amount of students achieving level 1 increases(12%, 25%, 27%, and 35% for 9th, 10th, 11th and 12th, respectively).

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increasing student achievement for students with disabilities.
2. Increasing student achievement in ELA for the bottom quartile.
3. Increasing rigorous opportunities for all students.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increasing student achievement for students with disabilities.
Rationale	Data indicates that there is a significant achievement gap, in multiple areas, for students with disabilities at Viera High School. While overall achievement in ELA and math are above the district and state averages, there is a significant gap between this group and their peers, with only 33% achieving proficiency in both ELA and math. Compared to the overall ELA achievement of 79% and the overall math achievement of 71%, there is a 46% and 38% achievement gap in ELA and math, respectively, between students with disabilities and their peers. Students with disabilities at Viera are demonstrating proficiency at 28% with regards to college and career acceleration, which is below both the state and district averages. This is 1% below the state average and 5% below the district average.
State the measurable outcome the school plans to achieve	Since the identified area of concern is surrounding the achievement of students with disabilities in multiple areas, the measurable outcome of success will be dependent on the overall ELA and math achievement of students with disabilities at the completion of the 2020 school year. It is expected that students with disabilities will demonstrate an increase of 5% on both ELA and math state assessments. College and career acceleration for this group is also important to monitor. The ESSA Federal Index for students with disabilities for 2019 was 47% and with increases in the state categories mentioned, Viera's Federal Index should increase to 50% for the 2020 school year.
Person responsible for monitoring outcome	Heather Smith (smith.heather@brevardschools.org)
Evidence-based Strategy	Viera will be utilizing the Collaborative Planning Framework, Teacher Clarity, and building relationships to support students with disabilities. Cross-curriculum collaboration will occur bi-monthly, while support-facilitation teachers will collaborate with general education teachers weekly. This collaboration will provide teachers opportunities to identify students needing interventions and plan the types of interventions needed.
Rationale for Evidence-based Strategy	Based on student achievement scores and feedback from teachers, there was little collaboration occurring between ESE and general education teachers last year. Collaboration and communication between the ESE teacher and general education teacher is necessary to ensure that students' needs are being met. By collaborating regularly as a team and across contents, teachers will be able to plan instructional strategies and interventions that will maximize student achievement. Collaborative efforts should also focus on Teacher Clarity, which has an effect size of 0.75, to identify the learning intentions and success criteria for each standard to provide students with a clear understanding of what is being learned and how they will know when they are successful.

Action Step

Description	1. Monthly Professional Learning Teams facilitated by ESE teacher leaders that focuses on instructional strategies to support students with disabilities. 2. Create a collaborative mutual accountability team that includes ESE teachers and general education teachers that will meet monthly to analyze our current support facilitation model and discuss plusses and deltas. 3. Provide a weekly opportunity for ESE support facilitation teachers to plan and collaborate with the general education teachers whose classes they support. 4. Dedicating one teacher to the Learning Lab who will be responsible for all students receiving pull out services, so that students are receiving consistent individual and small group instruction. This will also lighten the caseload for support facilitation teachers, which will allow them to focus on individual and small group instruction and accommodations

within the content area classrooms.

5. Provide Professional Development, utilizing district resource teachers, focusing on instructional strategies for students with disabilities that will allow teachers to collaborate and plan multi-tiered interventions for students.

6. Professional Development for all teachers focusing on standards-based instruction and meaningful feedback.

7. Cross-curriculum collaborative planning days for 9th grade MESH and 10th grade MESH courses focusing on literacy and establishing common language across contents.

Person Responsible Heather Smith (smith.heather@brevardschools.org)

#2	
Title	Increasing student achievement in ELA for the bottom quartile.
Rationale	While the 56% achievement in ELA for the bottom quartile is above both the state and the district averages, the significant gap between the bottom quartile and the remainder of the school raises concerns that not all students are being successful at Viera. There is a 23% achievement gap when comparing the bottom quartile to overall ELA achievement.

State the measurable outcome the school plans to achieve	Increase in ELA achievement for lowest 25th percentile from 56% to 60%. Based on student achievement in all content areas being greater than 60%, students in the bottom quartile should also be achieving at least 60% in ELA.
Person responsible for monitoring outcome	Heather Smith (smith.heather@brevardschools.org)
Evidence-based Strategy	Viera will be utilizing the Collaborative Planning Framework, Teacher Clarity, and building relationships to support students in the bottom quartile.
Rationale for Evidence-based Strategy	The Collaborative Planning Framework focuses on teacher collaboration to provide multi-tiered levels of support for instruction. Teacher Clarity has an effect size of 0.75, which is almost two years worth of growth in one year. By focusing on Teacher Clarity, it affords teachers the opportunity to collaborate on ensuring the quality of standards-based instruction across each content and it provides students with a clear understanding of what they need to learn and how they know they have learned it. By collaborating to break-down the standards and plan intervention strategies, teachers can ensure that all students' needs are met.

Action Step	
Description	1. Professional Development focusing on Teacher Clarity/standards-based instruction and building student-teacher relationships for all staff. 2. Collaborative Mutual Accountability teams that will meet monthly to focus on learning intentions, success criteria and examining data to implement interventions as needed. 3. Cross-curriculum planning days to develop learning intentions and success criteria to increase integration of knowledge and ideas, as well as key details (these two strands in FSA ELA continue to be the lowest). 4. Professional Development with the district resource teacher focusing on writing, utilizing The Writing Revolution, will increase teacher knowledge in effective strategies for teaching writing. 5. Share achievement gap data with teachers, examine data for underlying causes of the student achievement gap, and develop interventions for struggling students. 6. Increase monitoring of students exhibiting early warning indicators to provide interventions through the MTSS process. 7. Cross-curriculum collaborative planning days for 9th grade MESH and 10th grade MESH courses focusing on literacy and establishing common language across contents.
Person Responsible	Barbara Kelly (kelly.barbara@brevardschools.org)

#3	
Title	Increasing rigorous opportunities for all students.
Rationale	Examination of the student progression plans at Viera revealed that every student at Viera is not exposed to rigorous curriculum opportunities. Furthermore, data indicates that students with disabilities, black students and economically disadvantaged students at Viera High School are achieving below the district and state averages with regards to college and career acceleration.

State the measurable outcome the school plans to achieve	Increase in student achievement on state assessments in math, ELA, Biology, and US History for students with disabilities by 3%. Increases in all students (and subgroups) demonstrating college and career readiness; students with disabilities will increase to 33% which is comparable to the district average, which would be a 5% increase. Black students will increase college and career readiness by 6% points, while economically disadvantaged students will increase by 3%; this would make both subgroups comparable to the district averages.
Person responsible for monitoring outcome	Heather Smith (smith.heather@brevardschools.org)
Evidence-based Strategy	Viera will work to bridge academic and social support to provide equitable opportunities for all students to be successful.
Rationale for Evidence-based Strategy	Research indicates that regardless of socio-economic or educational backgrounds, all students can be successful if provided the necessary academic and social supports. Viera has three subgroups that are performing below the state and district averages with regards to college and career readiness: students with disabilities, black students, and economically disadvantaged students. Viera needs to ensure equity for all students by ensuring that there are adequate supports in place to support both academic rigor and social emotional learning.

Action Step	
Description	1. Updating student progressions in all content areas to ensure that students have access to more rigorous coursework. Based on student achievement data, Algebra 1-A and 1-B are not increasing student achievement, therefore, beginning this school year, all students will begin their math sequence with Algebra 1. Student achievement on state assessments and overall academic performance will be utilized to identify the progression for each individual student, across all contents. It is important to note that implementation of new progression plans is a multi-year process and therefore immediate achievement data results is not expected in the first year. 2. Student voice surveys and feedback sessions will be conducted to ascertain students' interests and needs. Evaluation of student interest in CTE offerings is needed as current feedback from students, guidance counselors and teachers indicate that current CTE offerings lack diversity in skill sets. 3. Use Post-Secondary funds to pay for after school tutoring for struggling students. 4. Continue implementing Hawkeye Mentoring Program for students in collaboration with community partners, as well as Sources of Strength. 5. Administration will conduct walkthrough observations and provide meaningful feedback to teachers to ensure that all students are receiving standards-based instruction in a positive learning environment. 6. Hiring of an additional guidance counselor to provide specific supports for the transition from middle to high school, freshman guidance and orientation, and early warning system

indicator monitoring for 9th grade students. This will also reduce case loads for other counselors to provide interventions for struggling students and guidance for college and career preparation.

7. Share Opportunity Myth article, College Clearinghouse Data, and achievement gap data with all instructional staff during preplanning. Have departments work collaboratively to brainstorm ways to ensure opportunities for all students and to close the achievement gap. Professional development will focus on excellent instructional strategies to reach ALL students.

8. Cross-curriculum collaborative planning days for 9th grade MESH and 10th grade MESH courses focusing on literacy and establishing common language across contents.

Person Responsible   Heather Smith (smith.heather@brevardschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Parent and Family Engagement:
Viera continues to have strong family and community engagement. Based on feedback from parents and students, it is evident that parents would like to be more involved but are unsure of how to help or get involved. Viera will establish its first PTO (parent/teacher organization) that will meet once per month; this will provide opportunities for parents to connect with the school more in depth. In addition, Mrs. Robinson will hold quarterly feedback sessions with parents and students to listen to and discuss updates or any areas of concern. Mrs. Robinson will continue to send weekly communications to parents, as they have expressed how valuable these emails are.

College and Career:
In an effort to provide additional support to parents and students, Viera will be hiring a new guidance counselor that will focus solely on 9th grade. Freshman year is an important year, and this counselor will provide support to students and parents with the transition from middle school to high school. The new guidance counselor will also monitor early warning indicators for all freshman to provide supports to ensure that all students are being successful. Other counselors will experience a reduced case load, which will allow for greater availability to assist students in planning for college and career.

Viera High School provides many opportunities for students to prepare for college and career. There are multiple choice programs that provide industry certifications: TV Productions, Early Childhood Education, Dental Aide, Interior Design, Fashion Design, and Computer Programming. The Business and Finance Academy and the Academy for Communication also provide multiple opportunities for industry certification in Microsoft Office Bundle, Microsoft Expert Level, Adobe Illustrator, Adobe In-Design, Adobe Premiere, and Adobe Photoshop. Viera also offers over 20 Advanced Placement courses, as well as a Collegiate High School and dual enrollment opportunities through Eastern Florida State College. While there are multiple opportunities for college and career acceleration at Viera, it is evident that there is a need for more programs that are desirable across all subgroups. Data indicates that students with disabilities, black students, and economically disadvantaged students are not demonstrating preparation for college and career. Based on the courses and certifications available to students at Viera, it is evident that there needs to be more diverse opportunities for these students. Feedback from all stakeholders is needed to determine how to better prepare all students for college and career.