

Brevard Public Schools

Brevard Virtual Franchise



2020-21 Schoolwide Improvement Plan

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Brevard Virtual Franchise

1225 CLEARLAKE RD, Cocoa, FL 32922

<http://www.brevardschools.org>

Demographics

Principal: Heather Price L

Start Date for this Principal: 1/5/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	6%
2019-20 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 Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: A (70%) 2016-17: I (%) 2015-16: B (55%)
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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1225 CLEARLAKE RD, Cocoa, FL 32922

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School KG-12</p>	<p>2019-20 Title I School</p> <p>No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>21%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>31%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	I	B	A	I

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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.

To inspire and empower students for success through an engaging virtual learning experience (revised SY 2017-2018).

Provide the school's vision statement.

A community of life-long, independent learners prepared to lead in an evolving global environment (revised SY 2017-2018).

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Price, Heather	Principal	Monitor instructional program, school culture and adjust as data and feedback warrants. Coordinate professional development and resources to meet needs of school.
Shiflett, Kristi	Assistant Principal	Monitor instructional program, school culture and adjust as data and feedback warrants. Coordinate professional development and resources to meet needs of school.
Brach, Kristin	Teacher, K-12	Monitor instructional program, school culture and adjust as data and feedback warrants. Coordinate professional development and resources to meet needs of school.
Kirk, Lori	School Counselor	Monitor instructional program, school culture and adjust as data and feedback warrants. Coordinate professional development and resources to meet needs of school.
Kirk, Clarissa	Teacher, K-12	Monitor instructional program, school culture and adjust as data and feedback warrants. Coordinate professional development and resources to meet needs of school.
Faro, Sara	Teacher, ESE	Monitor instructional program, school culture and adjust as data and feedback warrants. Coordinate professional development and resources to meet needs of school.
Fleming, Robin	Teacher, K-12	Monitor instructional program, school culture and adjust as data and feedback warrants. Coordinate professional development and resources to meet needs of school.
Bussendorf, Kathy	Teacher, K-12	Monitor instructional program, school culture and adjust as data and feedback warrants. Coordinate professional development and resources to meet needs of school.
Pattillo, Laurie	Teacher, K-12	Monitor instructional program, school culture and adjust as data and feedback warrants. Coordinate professional development and resources to meet needs of school.
Sorrentino, Julie	Teacher, K-12	Monitor instructional program, school culture and adjust as data and feedback warrants. Coordinate professional development and resources to meet needs of school.
Quam, Russell	Teacher, K-12	Monitor instructional program, school culture and adjust as data and feedback warrants. Coordinate professional development and resources to meet needs of school.

Demographic Information

Principal start date

Friday 1/5/2018, Heather Price L

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

60

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
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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 .	

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	86	87	82	97	84	102	108	123	171	97	98	111	61	1307
Attendance below 90 percent	2	6	4	4	2	8	8	15	12	5	7	11	5	89
One or more suspensions	0	3	2	1	0	3	6	6	25	14	6	9	0	75
Course failure in ELA	0	0	0	0	0	0	0	0	6	2	3	2	0	13
Course failure in Math	0	0	0	0	0	0	0	0	15	7	3	8	4	37
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	1	7	9	13	14	9	14	2	70
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	5	9	16	10	15	16	20	5	96

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	0	1	0	2	9	7	22	13	9	18	2	84

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	2	5	3	1	1	0	0	0	0	0	2	10	2	26
Students retained two or more times	0	0	0	0	0	0	0	0	4	1	1	1	0	7

Date this data was collected or last updated

Sunday 9/20/2020

Prior Year - As Reported

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	1	3	4	6	4	4	4	20	21	9	21	22	28	147
Attendance below 90 percent	1	1	1	0	3	1	2	6	6	2	4	6	4	37
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	1	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	2	0	0	2	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	0	1	4	0	5	2	1	13

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	1	0	0	1	4	1	2	2	0	11

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	1	0	1	0	0	0	0	0	0	1	1	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	
Number of students enrolled	1	3	4	6	4	4	4	20	21	9	21	22	28	147
Attendance below 90 percent	1	1	1	0	3	1	2	6	6	2	4	6	4	37
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	1	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	2	0	0	2	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	0	1	4	0	5	2	1	13

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	1	0	0	1	4	1	2	2	0	11

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	1	0	1	0	0	0	0	0	0	1	1	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	71%	65%	61%	0%	67%	57%
ELA Learning Gains	65%	58%	59%	0%	60%	57%
ELA Lowest 25th Percentile	53%	54%	54%	0%	53%	51%
Math Achievement	57%	67%	62%	0%	63%	58%
Math Learning Gains	44%	62%	59%	0%	60%	56%
Math Lowest 25th Percentile	25%	59%	52%	0%	55%	50%
Science Achievement	67%	62%	56%	0%	62%	53%
Social Studies Achievement	71%	80%	78%	0%	82%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	64%	-64%	58%	-58%
	2018					
Cohort Comparison						
04	2019	0%	61%	-61%	58%	-58%
	2018	0%	57%	-57%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	60%	-60%	56%	-56%
	2018	0%	54%	-54%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	67%	60%	7%	54%	13%
	2018	0%	63%	-63%	52%	-52%
Same Grade Comparison		67%				
Cohort Comparison		67%				
07	2019	69%	58%	11%	52%	17%
	2018	79%	56%	23%	51%	28%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-10%				
Cohort Comparison		69%				
08	2019	82%	63%	19%	56%	26%
	2018	74%	65%	9%	58%	16%
Same Grade Comparison		8%				
Cohort Comparison		3%				
09	2019	71%	62%	9%	55%	16%
	2018	67%	60%	7%	53%	14%
Same Grade Comparison		4%				
Cohort Comparison		-3%				
10	2019	76%	59%	17%	53%	23%
	2018	83%	61%	22%	53%	30%
Same Grade Comparison		-7%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	61%	-61%	62%	-62%
	2018					
Cohort Comparison						
04	2019	0%	64%	-64%	64%	-64%
	2018	0%	59%	-59%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	60%	-60%	60%	-60%
	2018	0%	58%	-58%	61%	-61%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	67%	67%	0%	55%	12%
	2018	0%	68%	-68%	52%	-52%
Same Grade Comparison		67%				
Cohort Comparison		67%				
07	2019	73%	62%	11%	54%	19%
	2018	67%	62%	5%	54%	13%
Same Grade Comparison		6%				
Cohort Comparison		73%				
08	2019	36%	43%	-7%	46%	-10%
	2018	55%	41%	14%	45%	10%
Same Grade Comparison		-19%				
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	56%	-56%	53%	-53%
	2018	0%	57%	-57%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison						
08	2019	57%	53%	4%	48%	9%
	2018	53%	55%	-2%	50%	3%
Same Grade Comparison		4%				
Cohort Comparison		57%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	90%	66%	24%	67%	23%
2018	91%	67%	24%	65%	26%
Compare		-1%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	74%	0%	71%	3%
2018	85%	73%	12%	71%	14%
Compare		-11%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	73%	71%	2%	70%	3%
2018	91%	70%	21%	68%	23%
Compare		-18%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	55%	61%	-6%	61%	-6%
2018	71%	62%	9%	62%	9%
Compare		-16%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	50%	60%	-10%	57%	-7%
2018	73%	60%	13%	56%	17%
Compare		-23%			

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
HSP	83	58		69	36						
WHT	66	69	62	51	49		56	72	64	84	75
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	60			40							
MUL	85	83		70							
WHT	80	69		71	59		64		73	83	60
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

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	60
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	665
Total Components for the Federal Index	11
Percent Tested	94%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

Performance in math in general, especially learning gains in mathematics for our lowest 25% of students.

Lack of real-time access to students for direct instruction

Lack of confidence by students in their abilities

Challenge of learning math in an online environment

Test anxiety

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

Math Learning gains for the lowest 25%

Lack of real-time access to students for direct instruction

Lack of confidence by students in their abilities

Challenge of learning math in an online environment

Test anxiety

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.

Math Learning gains for the lowest 25%

Lack of real-time access to students for direct instruction

Lack of confidence by students in their abilities

Challenge of learning math in an online environment

Test anxiety

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

College & Career Readiness rate and graduation rate.

Deficiency checks for all students throughout the year.

Directive guidance

Mandatory Intake meetings (in the 19-20 school year)

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

26% of the students with 2 or more indicators are in 8th grade.

63% of the students with 2 or more indicators are in 8th, 9th or 11th grade.

Math - both course failures and level 1 performance, impacts a large number of students.

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

1. Teacher effectiveness to ensure quality instruction and support across all grade levels, given rapid expansion of staff this year.
2. Ensuring student engagement across all grade levels, given enrollment increases.

3. Student participation in Turbo Time (live online instruction).
4. Targeted supports for students in ESE and intervention

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Student engagement - specifically ensuring that students maintain adequate pace in all courses. Rationale - BVS enrollment increased 10x from last year. Most enrolled just weeks before school started. By focusing our monitoring on maintaining pace, we are ensuring that students are mastering content on a schedule that will result in successful, timely completion. This will support adequate preparation for state assessments, progression and promotion.

Measurable Outcome: 80% or more students will be 'on pace' and therefore successfully complete courses with a C or better by the end of each quarter.

Person responsible for monitoring outcome: Laurie Pattillo (pattillo.laurie@brevardschools.org)

Evidence-based Strategy: PBIS - Positive Behavior Intervention and Support
Data teams

Rationale for Evidence-based Strategy: By implementing a school-wide behavior system (PBIS) we will teach desired behaviors and expectations. With consistency across the school, we will intervene when students do not meet expectations and we will recognize students who do. Effective implementation will result in meeting our goal.

Action Steps to Implement

Teach school-wide expectations during Orientation and reteach during homeroom and Turbo Time sessions. Monitor students identified for SOS each month.

Person Responsible Laurie Pattillo (pattillo.laurie@brevardschools.org)

Establish criteria for data team meetings, to ensure students with the highest need for support are identified in a timely manner

Person Responsible Sara Faro (faro.sara@brevardschools.org)

Strengthen the expectations for Turbo Time in grades 7-12, to mandate attendance for students who are substantially behind pace provide timely intervention.

Person Responsible Heather Price (price.heather@brevardschools.org)

All teachers will follow the school-wide expectations for monitoring student progress and providing intervention.

Person Responsible Heather Price (price.heather@brevardschools.org)

Student engagement data will be reviewed with the School Advisory Council during each meeting, to report on progress and solicit suggestions for improvement.

Person Responsible Heather Price (price.heather@brevardschools.org)

#2. Instructional Practice specifically relating to Instructional Coaching

Area of Focus Description and Rationale: The BVS instructional staff almost doubled this year to meet the enrollment demands due to COVID. Teachers were hired from May to October and therefore had different on boarding experiences. Ensuring effective instructional processes, we believe will improve student outcomes across all grade levels and subject areas.

Measurable Outcome: 100% of teachers will receive one formal observation and two informal observations with feedback,
First year BVS teachers will receive two additional informal observations with feedback by administration and/or peer mentors each semester.

Person responsible for monitoring outcome: Heather Price (price.heather@brevardschools.org)

Evidence-based Strategy: Observation and Feedback Cycle

Rationale for Evidence-based Strategy: BVS had 33 instructional staff members last year, this year we will have at least 60. To ensure that all teachers have the training and skills they need to successfully support their students success, we must place additional focus and resources on instructional coaching.

Action Steps to Implement

All first year BVS teachers will be assigned a peer mentor and will receive twice monthly targeted professional development (V2B2 and OMG) in addition to ongoing support by the mentor.

Person Responsible: Kristi Shiflett (shiflett.kristi@brevardschools.org)

Administration will collaboratively schedule formal and informal observations and feedback for all faculty members. First year BVS teachers will be given priority for early observation, feedback and support as needed.

Person Responsible: Heather Price (price.heather@brevardschools.org)

Each observation will be followed by timely, positive, specific and when appropriate, corrective feedback.

Person Responsible: [no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Targeting supports for our ESE students will be met with our expanded ESE team. Through monthly data team meetings will be target the needs of our students in the ESE program through online sessions and interventions. The data team will monitor student pace and performance, adjusting needs as necessary.

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 ensuring all stakeholders are involved.

At BVS we have been working hard over the years to build a school culture for our staff and families. In the past, we have significantly redesigned our program to include a homeroom for all students, so they could connect in a meaningful way with staff and fellow students. We have implemented the PBIS program to recognize positive behaviors and to address concerning behavior. As a part of PBIS we have held a celebration each semester to bring kids together. On the faculty/staff side we have utilized PBIS strategies to recognize each other and have held social activities outside the work day to encourage connections. In our faculty, student and parent surveys our efforts are paying off!

The parent surveys showed that 100% of our elementary parents and 96% of our secondary parents reported feeling welcome at school. BVS also had the highest participation rate on the middle school parent survey. On the annual Insight survey, 97% of teachers reported that BVS is a good place to work and learn. In our Youth Truth survey, among our high school students we are in the 92nd percentile for school culture, in middle school we ranked in the 99th percentile and in elementary we are in the 100th percentile.

This year will be an enormous challenge for BVS as we try to maintain the gains we have seen in the past. Our faculty has more than doubled and our full-time student enrollment has increased by 10 fold. Due to COVID we cannot have our face to face events, so we will focus our efforts on online structures (such as homeroom and live lessons (turbo time)). We are also ensuring that our new expanded faculty have the supports they need for success. The more we can do to empower our faculty, the better our student/family experience will be.

An additional area of focus this year will be to provide our students and families with information related to college and career readiness. As evidenced on our parent survey and youth truth survey, information about CCR is most desired. Parents reported that the five meetings they would be most likely to attend are related to CCR. Our Youth Truth survey shows we are in the 65th percentile when students were asked if BVS students feel equipped for College and Careers. In order to address these needs, we have developed resources for homeroom teachers grades 7-12 related to college and career readiness. We have also increased our communication tools with Facebook, Twitter and Peach Jar, to share opportunities and information with families related to college and career readiness (such as college fairs and information sessions). Our guidance department will also continue to host information sessions online this year to provide all students with the information they need (such as dual enrollment and FAFSA).

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching	\$0.00
Total:			\$0.00