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Viera Elementary School

8300 STADIUM PKWY, Melbourne, FL 32940

brevardschools.org

Demographics

Principal: Adrienne Schwab G

Start Date for this Principal: 1/6/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-6
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)	11%
2019-20 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: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
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	

* 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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Viera Elementary School

8300 STADIUM PKWY, Melbourne, FL 32940

brevardschools.org

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-6	No	19%
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
Grade

School Board Approval

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

SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Viera Elementary will work collaboratively with all stakeholders to provide social, emotional and academic growth for students through engaging learning opportunities that promote critical thinking and problem solving.

Provide the school's vision statement.

Preparing every student, every day to achieve success academically, while nurturing social and emotional growth for their present and future.

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
Schwab, Adrienne	Principal	Principal supports the MTSS team and equips teachers with the tools they need to in order to disaggregate the students' performance data. She performs classroom observations, supports the mental health and social/emotional initiatives, participates in parent conferences, refers students and parents to appropriate resources, and continuously reviews school-wide progress monitoring data
Mostowski, Jessica	Assistant Principal	Assistant Principal supports the MTSS team and supports teachers as they disaggregate the students' performance data. She performs classroom observations, supports the mental health and social/emotional initiatives, participates in parent conferences, refers students and parents to appropriate resources, oversees the utilization of district curriculum, serves as the Title IX contact, creates small groups for state testing, and submits the testing to the state. She also serves as the ESOL contact, facilitates WIDA testing, and tracks attendance.
Pokorny, Jessica	Instructional Coach	The instructional coach works with teachers to determine appropriate instructional strategies and interventions for students, assists in the development of Tier II and III academic plans, provides observation opportunities for new teachers, refers students and parents to appropriate resources, participates in parent conferences, performs classroom observations, assists third grade teachers with portfolio assessments, oversees the i-ready diagnostic procedure, reviews school-wide progress monitoring data, provides staff training on progress monitoring and interventions. She is a member of the MTSS team to support the social/ emotional needs and mental health of students
Barton, Christi	School Counselor	Guidance Counselors develop Tier I and II academic and behavioral plans, gather data on student academics and behavior, create 504 plans, conduct focus group sessions catered to the specific social/emotional needs of identified students, share the Sanford Harmony curriculum with specific activities that are focused on meeting the social/emotional needs of students, and conduct training to proactively combat bullying. Guidance Counselors also provide whole class instruction on sensitive topics, are available to meet with students, teachers and families regarding needs and discuss health care plans with families.

Demographic Information

Principal start date

Monday 1/6/2020, Adrienne Schwab G

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.*

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.*

Total number of teacher positions allocated to the school

32

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-6
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)	11%
2019-20 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
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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	
* 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	79	63	60	53	59	49	21	0	0	0	0	0	0	384
Attendance below 90 percent	5	5	2	1	2	0	0	0	0	0	0	0	0	15
One or more suspensions	0	1	1	1	0	0	1	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	0	1	0	0	0	0	0	0	2
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	2	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	0	0	0	0	1	0	0	0	0	0	0	2

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	2	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 8/28/2020

Prior Year - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
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		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	0%	62%	57%	0%	63%	55%
ELA Learning Gains	0%	60%	58%	0%	60%	57%
ELA Lowest 25th Percentile	0%	57%	53%	0%	52%	52%
Math Achievement	0%	63%	63%	0%	64%	61%
Math Learning Gains	0%	65%	62%	0%	62%	61%
Math Lowest 25th Percentile	0%	53%	51%	0%	52%	51%
Science Achievement	0%	57%	53%	0%	56%	51%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
	(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					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison						

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
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
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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

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.

Viera Elementary is a new school that opened in August of 2020. This year we know that students may be coming to school with not only academic gaps, but social/emotional concerns due to the COVID pandemic and being out of the school building since March of 2020. Through the registration process we also noticed that there is a large number of students attending Viera Elementary that are new to Florida or Brevard County. All of these situations combined with opening a new school and building a positive school culture lend itself to the need for a focus on social/emotional learning. Historical data for Viera Elementary is limited due to the fact that this is our first year open. Fall i-Ready scores show that Viera Elementary students are consistent or above the district averages when looking at overall Reading and Math scores. A deeper analysis indicates that our English Language Learners and Students with Disabilities are performing lower than any other subgroup. Only 18% of ELL students scored in the Tier 1 range and 23% of our ESE students were within that range. A number of factors including a change in environment due to COVID, lack of exposure to English, and a transition to a new school this year may have contributed to this performance level.

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

Due to recently opening Viera Elementary School, we do not have data from the prior year. However, our i-Ready data shows 36% of students in grades 1-6 scoring in a tier 2 for ELA and 9% in a tier 3. 55% of our students scored in a tier 1. Overall, the greatest weakness for grades 1-6 was in the domain of vocabulary.

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.

Based on preliminary i-Ready diagnostic scores and other qualitative data, we anticipate a gap in vocabulary which could potentially lead to a gap in the area of writing. When comparing Viera i-Ready scores to the district results, we already see a gap with 6th grade vocabulary. School data shows 35% of 6th graders are in Tier 1 for vocabulary, but district-wide 41% of 6th graders are in Tier 1. Due to a change in the learning environment as a result of COVID, we feel that students may not have had as much exposure to the rigorous instruction needed to fully demonstrate mastery of writing standards. Additionally, analysis of Fall i-Ready scores shows a gap in first grade in both Phonemic Awareness and High Frequency Words. In Phonemic Awareness, 7% of Viera first graders scored within the Tier 3 range, while district-wide only 6% of first graders were in Tier 3. In High Frequency Words, 16% of Viera first graders scored within the Tier 3 range, while district-wide only 13% were within that range. While these numbers are only slightly different and, we believe caused in large part due to lack of exposure to rigorous instruction during the spring, we also know that an emphasis on foundational skills in the primary grades will continue to be necessary.

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

Due to recently opening Viera Elementary School, we do not have data from the prior year. Our focus this year centers on laying a foundation that supports a collaborative, nurturing learning environment for all stakeholders.

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

Due to recently opening and attracting students from multiple areas around not only Brevard County, but also the country, our EWS data provides minimal information. From the data provided, we show that 15 students had an attendance rate of less than 90%.

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

1. Writing plan
2. Social Emotional (Sanford Harmony)
3. MTSS - Designing and building a system for monitoring student data, instruction, action plan/ intervention
4. Math

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Due to recently opening Viera Elementary School, we do not have data from the prior year. However, our i-Ready data shows 36% of students in grades 1-6 scoring in a tier 2 for ELA and 9% in a tier 3. 55% of our students scored in a tier 1. Overall, the greatest weakness for grades 1-6 was in the domain of vocabulary. Based on preliminary i-Ready diagnostic scores and other qualitative data, we see a gap in vocabulary which could potentially lead to a gap in the area of writing. When comparing Viera i-Ready scores to the district results, we already see a gap with 6th grade vocabulary. School data shows 35% of 6th graders are in Tier 1 for vocabulary, but district-wide 41% of 6th graders are in Tier 1. Due to a change in the learning environment as a result of COVID, we feel that students may not have had as much exposure to the rigorous instruction needed to fully demonstrate mastery of writing standards. Additionally, Viera Elementary is now home to teachers and students from not only other Brevard Public Schools, but from a multitude of outside schools, counties and states.

Measurable Outcome: 75% of students in grades 1-6 will score in the tier 1 range for the vocabulary domain by the 3rd i-Ready Diagnostic.
90% of students in grades 3-6 will score a Level 3 or higher as measured by the ELA FSA.

Person responsible for monitoring outcome: Jessica Pokorny (pokorny.jessica@brevardschools.org)

Evidence-based Strategy: Create clarity of expectations and instruction for students and teachers through the development of a school-wide writing plan. This plan will include grade-level expectations, assessments, and rubrics, common terminology, and common writing techniques.

Rationale for Evidence-based Strategy: According to research by John Hattie, teacher clarity (ES .75) and goals (ES .50) are both effective strategies to achieving student success. Additionally, we know that writing is the highest order task for comprehending text. Developing a school wide writing plan that involves all grades, rubrics, and other ELA components connects teacher clarity and goals to our instruction of ELA.

Action Steps to Implement

1. Form team with representatives from each grade level to begin the process of developing a writing plan.

Person Responsible Jessica Mostowski (mostowski.jessica@brevardschools.org)

2. Seek input from teachers regarding components of new writing plan.

Person Responsible Jessica Pokorny (pokorny.jessica@brevardschools.org)

3. Literacy coach will provide modeling and co-teach lessons centered around components of writing plan with reading embedded in the lesson (ATU, DBQ, CIS).

Person Responsible Jessica Pokorny (pokorny.jessica@brevardschools.org)

4. Conduct Mock FSA/school wide writing assessments in order to progress monitor, re-teach, conduct student conferences, and identify teacher PD opportunities. (Teachers and Writing Team)

Person Responsible Jessica Mostowski (mostowski.jessica@brevardschools.org)

5. Create and implement the MTSS process to support building quality tier 1 instruction, a data monitoring system, data teams, and possible intervention groups.

Person Responsible Jessica Mostowski (mostowski.jessica@brevardschools.org)

6. School wide vocabulary initiative to promote the use of high level vocabulary words through a word of the day.

Person Responsible Jessica Mostowski (mostowski.jessica@brevardschools.org)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:

Viera Elementary is a new school that opened in August of 2020. This year we know that students may be coming to school with not only academic gaps, but social/emotional concerns due to the COVID pandemic and being out of the school building since March of 2020. Through the registration process we also noticed that there is a large number of students attending Viera Elementary that are new to Florida or Brevard County. All of these situations combined with opening and new school and building a positive school culture lend itself to the need for a focus on social/emotional learning. Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. This includes problem-solving skills and intergender communication and understanding, as well as teaching students to embrace diversity and build healthy relationships that will last well into adulthood. Research shows that social/emotional learning is the key to succeeding in the classroom, workplace and at home.

Measurable Outcome:

Since it is our first year open, we will interpret our Youth Truth year one and use it as baseline data for future years.

Person responsible for monitoring outcome:

Christi Barton (barton.christi@brevardschools.org)

Evidence-based Strategy:

Sanford Harmony will be implemented at Viera Elementary during the 2020 - 2021 school year. Sanford Harmony is a social emotional learning program for Pre-K-6 grade students designed to foster intergender communication and understanding, connection, and community both in and outside the classroom and develop boys and girls into compassionate and caring adults. This program is a social-emotional teaching program that cultivates strong classroom relationships between all students.

Rationale for Evidence-based Strategy:

SEL increases students' academic performance by 11 percentile points, compared to students who do not participate in such SEL programs. Students participating in SEL programs also show improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school. Social Emotional learning can have a positive impact up to 18 years later on academics, conduct problems, and emotional distress.

Action Steps to Implement

1. Trauma Informed Classroom training

Person Responsible

Christi Barton (barton.christi@brevardschools.org)

2. Sanford Harmony Training and Implementation

Person Responsible

Christi Barton (barton.christi@brevardschools.org)

3. Morning meetings to take place immediately after morning announcements each day in each grade level

Person Responsible

Adrienne Schwab (schwab.adrienne@brevardschools.org)

4. Monitor via class walkthrough and elearning visits

Person Responsible

Adrienne Schwab (schwab.adrienne@brevardschools.org)

5. Guidance Counselor will conduct whole class lessons each nine weeks in each grade level

Person Responsible Christi Barton (barton.christi@brevardschools.org)

6. Guidance counselor small group sessions

Person Responsible Christi Barton (barton.christi@brevardschools.org)

7. CHAMPS implementation school wide

Person Responsible Adrienne Schwab (schwab.adrienne@brevardschools.org)

#3. Other specifically relating to MTSS

Area of Focus Description and Rationale:

As a brand new school with teachers coming from many different areas, the importance of building and implementing MTSS processes, procedures, and expectations for monitoring student data, identifying individual student needs, and intervention is necessary for the success of all students. Beginning of the year iReady data indicates that up to 34% of our students may need tier 2 interventions and up to 7% of our students may need tier 3 interventions. While this is just one data point out of many that will be collected, designing an effective MTSS process will help ensure that our students who need interventions will receive those interventions.

Measurable Outcome:

100% of classroom teachers will attend mandatory monthly MTSS meetings.
 Progress monitoring for identified Tier 2 students will occur every two weeks.
 Progress monitoring for identified Tier 3 students will occur every week.

Person responsible for monitoring outcome:

Jessica Mostowski (mostowski.jessica@brevardschools.org)

Evidence-based Strategy:

Having a systematic approach for both identifying individual student academic and behavioral needs will ensure the most appropriate interventions and supports are provided for all of our students.

Rationale for Evidence-based Strategy:

The MTSS team consists of the assistant principal, certified school counselor, school psychologist, ESE support specialist, reading coach, and classroom teachers. All classroom teachers complete an "At a glance" data collection tool for their assigned homeroom students. This tool is used to monitor student performance data and identify areas of immediate concern. Teachers also maintain a data binder to further assist in identifying individual student needs. In addition, teachers update our "data board" and MTSS binders in our Design Center. The Design Center is where MTSS, IPST, and grade level meetings take place. During our MTSS meetings, student data is used to identify academic, behavioral, and social emotional needs. The MTSS team works together to determine which interventions and/or supports to implement and which resources to utilize. Progress monitoring tools are chosen, and a plan for monitoring is established.

Action Steps to Implement

1. Establish an MTSS team, collaborate to establish procedures and expectations, present plan to staff.

Person Responsible

Jessica Mostowski (mostowski.jessica@brevardschools.org)

2. Hold monthly MTSS Meetings and schedule additional meetings as needed with grade levels to discuss student needs. Teachers complete "At a Glance" forms for each child and maintain a data binder.

Person Responsible

Jessica Mostowski (mostowski.jessica@brevardschools.org)

3. Develop a plan for interventions and/or supports and determine which resources are needed.

Person Responsible

Jessica Pokorny (pokorny.jessica@brevardschools.org)

Additional Schoolwide Improvement Priorities

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

As indicated in the Needs Analysis, our English Language Learners and Students with Disabilities are performing lower than any other subgroup. Fall i-Ready scores indicated that only 18% of our ELL students and 23% of our ESE students scored in the Tier 1 range. Our goal is to raise the Tier 1 percentage for ELL students to 30% and ESE students to 40%. In addition, Fall i-Ready scores showed a gap in first grade in both Phonemic Awareness and High Frequency Words. In Phonemic Awareness, 7% of Viera first graders scored within the Tier 3 range, while district-wide only 6% of first graders were in Tier 3. In High Frequency Words, 16% of Viera first graders scored within the Tier 3 range, while district-wide only 13% were within that range. Our goal is to have only 4% of first graders in the Tier 3 range for Phonemic Awareness, and only 10% of first graders in the Tier 3 range for High Frequency Words. We plan to reach these goals by monitoring student data, needs, and interventions closely through the MTSS process, and by providing additional support to students with the greatest needs through our Academic Support Program (ASP).

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.

Mrs. Schwab sends out weekly communication through email to parents via Blackboard Connect. These emails include current school information as well as important upcoming events to keep all parents informed. Viera Elementary will also be utilizing the PeachJar system to share flyers, newsletters, and upcoming events electronically with stakeholders. All stakeholders are informed of ways that they can be involved from home as well as school, both from the Principals message and in teacher newsletters. Working families will also be encouraged and asked to participate in school activities. Family involvement offers a huge resource and support base for the school community, while demonstrating to the students the importance of school. By interacting with teachers, administrators, and other volunteers on a regular basis, families gain a firsthand understanding of their student's daily activities at school. This also creates opportunities for stakeholders to be involved in school life helping their child learn and grow. Building strong relationships with parents, students, and the community is a high priority at Viera Elementary. Studies indicate that family involvement positively impacts student achievement and attendance. While this school year may have obstacles for families to be able to come into the school, Viera Elementary will work to ensure family involvement continues. Coffee and Conversation Zoom meetings are held once a month with Mrs. Schwab to give updates as well as hear family questions and concerns. A SAC committee is being formed as well as a PTO to promote involvement from all stakeholders. Viera Elementary will also work with local businesses to partner with school spirit nights. This year, Viera Elementary is partnering with Northrop Grumman in the STEM Lab. This partnership will allow will the opportunities for students to develop

enhanced critical thinking skills, the ability to innovate, be technologically fluent, and understand how and why things work together.

Parent Family and Engagement Plan (PFEP) Link

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