

Brevard Public Schools

Viera High School



2021-22 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: 5/15/2019

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	15%
2020-21 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%)
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 High School

6103 STADIUM PKWY, Viera, FL 32940

<http://www.vhs.brevardschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	31%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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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.

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

Name	Position Title	Job Duties and Responsibilities
Haus, Terrence	Assistant Principal	Extensive knowledge of discipline. Performs other duties as assigned commensurate with the skills and abilities of the position. Provides outstanding customer service and uses positive interpersonal communications skills. Makes all decisions and performs all tasks in accordance with Brevard Public Schools' strategic plan, vision, and mission. Ensures compliance with Board Policies, procedures, and applicable federal and state laws and regulations.
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.
Flora, Christy	Assistant Principal	Extensive knowledge of discipline, performs other duties as assigned commensurate with the skills and abilities of the position. Provides outstanding customer service and uses positive interpersonal communications skills. Makes all decisions and performs all tasks in accordance with Brevard Public Schools' strategic plan, vision, and mission. Ensures compliance with Board Policies, procedures, and applicable federal and state laws and regulations.
Postlethweight, Brittany	Assistant Principal	Extensive knowledge of discipline, performs other duties as assigned commensurate with the skills and abilities of the position. Provides outstanding customer service and uses positive interpersonal communications skills. Makes all decisions and performs all tasks in accordance with Brevard Public Schools' strategic plan, vision, and mission. Ensures compliance with Board Policies, procedures, and applicable federal and state laws and regulations.
Melendez, Lucian	Assistant Principal	Extensive knowledge of facility operations, performs other duties as assigned commensurate with the skills and abilities of the position. Provides outstanding customer service and uses positive interpersonal communications skills. Makes all decisions and performs all tasks in

Name	Position Title	Job Duties and Responsibilities
		accordance with Brevard Public Schools' strategic plan, vision, and mission. Ensures compliance with Board Policies, procedures, and applicable federal and state laws and regulations.
Armstrong, Kathereen	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.

Demographic Information

Principal start date

Wednesday 5/15/2019, Heather Legate 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.*

7

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.*

9

Total number of teacher positions allocated to the school

112

Total number of students enrolled at the school

2,227

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

18

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

20

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	595	597	532	488	2212
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	26	29	19	7	81
One or more suspensions	0	0	0	0	0	0	0	0	0	26	30	22	7	85
Course failure in ELA	0	0	0	0	0	0	0	0	0	3	3	10	6	22
Course failure in Math	0	0	0	0	0	0	0	0	0	17	15	16	9	57
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	0	0	0	0	0	63	62	40	23	188
LEVEL 1 ON 2021 FSA MATH/ALG EOC	0	0	0	0	0	0	0	0	0	78	70	44	19	211

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	49	42	29	12	132

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	5	36	39	6	86
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	5	8	2	20

Date this data was collected or last updated

Tuesday 6/29/2021

2020-21 - 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	0	0	0	0	0	0	0	0	0	525	513	547	507	2092
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	40	20	19	11	90
One or more suspensions	0	0	0	0	0	0	0	0	0	35	22	18	10	85
Course failure in ELA	0	0	0	0	0	0	0	0	0	9	5	9	2	25
Course failure in Math	0	0	0	0	0	0	0	0	0	8	14	17	15	54
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	35	28	28	19	110
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	18	18	17	24	77
	0	0	0	0	0	0	0	0	0	0	0	0	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	34	23	27	14	98

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	3	10	24	8	45
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	0	2	1	5

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	525	513	547	507	2092
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	40	20	19	11	90
One or more suspensions	0	0	0	0	0	0	0	0	0	35	22	18	10	85
Course failure in ELA	0	0	0	0	0	0	0	0	0	9	5	9	2	25
Course failure in Math	0	0	0	0	0	0	0	0	0	8	14	17	15	54
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	35	28	28	19	110
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	18	18	17	24	77
	0	0	0	0	0	0	0	0	0	0	0	0	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	34	23	27	14	98

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	3	10	24	8	45
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	0	2	1	5

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				79%	59%	56%	76%	58%	56%
ELA Learning Gains				66%	52%	51%	61%	53%	53%
ELA Lowest 25th Percentile				56%	40%	42%	49%	44%	44%
Math Achievement				71%	48%	51%	80%	50%	51%
Math Learning Gains				64%	49%	48%	64%	46%	48%
Math Lowest 25th Percentile				65%	45%	45%	66%	43%	45%
Science Achievement				79%	66%	68%	85%	67%	67%
Social Studies Achievement				83%	70%	73%	84%	70%	71%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	82%	62%	20%	55%	27%
Cohort Comparison						
10	2021					
	2019	75%	59%	16%	53%	22%
Cohort Comparison		-82%				

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
2021					
2019	79%	66%	13%	67%	12%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	71%	12%	70%	13%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	61%	3%	61%	3%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	72%	60%	12%	57%	15%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Reading Plus - Grades 9-10 for ELA

MAP Growth - Grades 9-11

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	221/37%	202/34%	183/31%
	Economically Disadvantaged	34/35%	31/33%	24/25%
	Students With Disabilities	11/16%	8/11%	8/11%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	75%	68%	67%
	Economically Disadvantaged	69%	64%	62%
	Students With Disabilities	17%	47%	25%
	English Language Learners	0	33%	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	330/55%	286/48%	91/15%
	Economically Disadvantaged	37/39%	24/26%	9/10%
	Students With Disabilities	15/27%	11/20%	3/5%
	English Language Learners	1/14%	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	58%	51%	47%
	Economically Disadvantaged	40%	19%	7%
	Students With Disabilities	33%	29%	35%
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	266/50%	221/42%	43/8%
	Economically Disadvantaged	29/40%	27/38%	6/8%
	Students With Disabilities	6/18%	5/15%	1/3%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22%	29%	35%
	Economically Disadvantaged	6%	9%	22%
	Students With Disabilities	6%	21%	0%
	English Language Learners	0%	0%	0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	155/32%	95/19%	6/1%
	Economically Disadvantaged	19/28%	13/19%	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8%	23%	13%
	Economically Disadvantaged	0	20%	0
	Students With Disabilities	0	50%	100%
	English Language Learners	0%	14%	0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	27	32	30	27	30	27	43	25		93	44
ELL	52	65	71	68	65		58	70			
ASN	87	69		81	50		79	90		100	94
BLK	50	55	44	32	41	50	47	54		91	60
HSP	69	58	30	52	37	18	69	84		96	81

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	68	53	29	57	36	17	74	75		98	70
WHT	72	56	40	61	35	38	79	79		96	76
FRL	46	44	35	32	33	40	58	55		91	65
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

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	670
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	62
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	81
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	52
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	59
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	58
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	63
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Reviewing the three-year data trend, there are two subgroups that consistently perform well-below their peers at Viera High School: students with disabilities and black/ African American students. In SY 2019, 47% of students with disabilities demonstrated overall proficiency and 57% of black/ African American students demonstrated proficiency, while their white peers achieved at a proficiency rate of 75%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the state assessment data, the components with the greatest need for improvement are the learning gains for the bottom quartile in both ELA and math. For SY 2019, 56% of students in the bottom quartile made learning gains in ELA, while 65% made learning gains in math. In SY 2021, only 39% of students in the bottom quartile made learning gains in ELA and only 34% made learning gains in math. When looking at the progress monitoring data, there was a significant discrepancy between overall student performance in ELA versus math among 9th graders for the 2021 school year, with 75% of students working at or above grade level in math, while only 37% were at grade level for reading during the fall window.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Due to the COVID-19 pandemic, the 2021 school year had many new challenges that were contributing factors to the decline in student achievement. The mitigation strategies put in place to minimize the spread of the virus included switching to block scheduling and the introduction of an e-learning option. Both students and teachers struggled with adjusting to the pacing of block scheduling. E-learning provided an opportunity for students to continue to participate in class even when quarantined, but teachers expressed concerns over students lack of participation when e-learning. Teachers also expressed that it was difficult to manage both e-learners and in person learners simultaneously. Within the classroom, there were less opportunities for students to engage in active and cooperative learning strategies as students had to be spread out to minimize contact. With ELA, there was a significant number of students who took English during the first semester but did not take the FSA ELA until May. With the decline in student achievement, it will be important to focus on

accelerating students this year to close the achievement gaps. Professional development centered around acceleration will be important for teachers to provide just in time remediation and close the gaps for their individual students. Data chats with teachers and students will be important to monitor student progress and provide specific feedback on student learning.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

For the 2019 school year, the component with the greatest improvement was learning gains for the bottom quartile. While this area showed the greatest improvement for the 2019 school year, the 2021 school year was one of the greatest needs for improvement. Overall ELA achievement for SY 2021 did see an 8% drop compared to SY 2019, but 71% demonstrated proficiency in this area, which is significantly higher compared to the district and state proficiency rate.

What were the contributing factors to this improvement? What new actions did your school take in this area?

One of the contributing factors to maintaining a higher than average proficiency rate within ELA, involved scheduling students who traditionally struggle to demonstrate proficiency into Intensive Reading courses during the opposite semester of their English courses. This step would ensure students were receiving reading instruction throughout the entire year.

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

Both academic and social emotional learning strategies will need to be addressed in order to accelerate learning for all students. To address the SEL needs of our students, we will be focusing on student/teacher relationships and utilizing Sources of Strength to increase awareness, acceptance, and inclusion for all students to feel known, valued, and inspired on our campus. Academically, we will be focusing on professional development for teachers in which we model best practices to accelerate learning to improve teacher pedagogical practices and foster teacher efficacy. Within the classrooms, teachers will be focusing on the following strategies as outlined in Learning in the Fast Lane: Success Starters, Formative Assessment and Feedback, Vocabulary Development, Student Work Sessions, Student Motivation, and Scaffolding.

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

All instructional personnel will be conducting a book study on Learning in the Fast Lane, which focuses on accelerated learning for students. The book provides teachers with an in depth look at different instructional strategies to use for accelerated learning. The book study will occur during faculty meetings with each instructional strategy being modeled for teachers.

ELA teachers will have multiple days of professional development to provide opportunities for them to learn how to incorporate accelerated learning strategies and become more familiar with the new BEST standards, textbook, and resources.

Math teachers will have multiple days of professional development to provide opportunities for teachers to learn what acceleration looks like in math and how to provide just in time remediation for struggling students.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Teachers with tested subjects will have common planning this year in order to have more time to collaborate and plan on implementing acceleration strategies within the classroom, monitor student progress, and make data driven decisions on adjustments to instructional practice.

Tutoring opportunities will be available before and after school for students to receive additional support as needed.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	When comparing the student achievement data from SY 2019 and SY 2021, there was a significant decline with regards to learning gains for students in bottom quartile in ELA. There was a 17% decline in learning gains for students in the bottom quartile for ELA. While there was a decline in student achievement across the board, the significant decline in learning gains for our bottom quartile is concerning as student achievement at Viera High School has not dipped below 40% for any category over the last 5 years.
Measurable Outcome:	Viera High School plans to increase to 40% or above in student achievement with learning gains for students in ELA who are in the bottom quartile.
Monitoring:	Students will be monitored for progress in Intensive Reading classes with the Read180 program and through the use of common formative and summative assessments within English classes.
Person responsible for monitoring outcome:	Heather Smith (smith.heather@brevardschools.org)
Evidence-based Strategy:	Viera High School will be focusing on accelerating students through the use of the following strategies: Success Starters, Formative Assessment and Feedback, Vocabulary Development, Student Work Sessions, Student Motivation, Scaffolding, and Collective Efficacy.
Rationale for Evidence-based Strategy:	John Hattie's meta-analysis as outlined in Visible Learning indicates that Teacher Collective Efficacy has one of the highest impacts on student achievement with a 1.57% effect size. Common planning to develop teacher efficacy and allow teachers time to focus on accelerating student learning will be important to implementing the plan with fidelity. While remediation focuses on mastering concepts of the past, acceleration focuses on setting students up for success in their current grade level course work. Acceleration addresses deficits in student learning from the past with just in time supports to develop prerequisite skills and build prior knowledge so that students are able to make connections to new learning.

Action Steps to Implement

English teachers will be given common planning by grade level to provide teachers with opportunities to collaborate on planning and monitor students progress.

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

English teachers will receive multiple planning days throughout the year to become more familiar with the new BEST standards and curriculum, and they will work to develop common assessments to monitor student progress.

Person Responsible Brittany Postlethweight (postlethweight.brittany@brevardschools.org)

Collaborative Mutual Accountability Teams will meet to focus on priority standards and develop learning intentions and success criteria. They will then use a tracking sheet to track individual student achievement and meet to compare the data. The teams will also meet to reflect on their progress in implementing their plan.

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

Students will be identified who did not make learning gains in ELA. Teachers, Leadership Team members, and Guidance Counselors will conduct data chat meetings with students who are identified as not having made learning gains.

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

Professional Development opportunities will be provided to all teachers focused on accelerated learning strategies. The Leadership team will work with teacher teams or individual teachers as needed to provide support in implementing the accelerated learning strategies in their classrooms. Administration will conduct walkthrough observations and provide feedback to teachers as a part of the evaluation process.

Person Responsible Brittany Postlethweight (postlethweight.brittany@brevardschools.org)

Our testing coordinator will provide individual instructional coaching throughout the year. The goal will be to target new and veteran teachers that need assistance with modeling a student centered classroom and different learning strategies.

Person Responsible Christy Flora (flora.christy@brevardschools.org)

Teachers will be able to participate in peer observations. Peer observations give them the opportunity to learn from each other's practice, build awareness of their own teaching, build collective efficacy, and continue to grow student learning.

Person Responsible Kathereen Armstrong (armstrong.kathereen@brevardschools.org)

Classroom walkthrough observations will be conducted regularly to observe and provide feedback on the Tier 1 instruction occurring in the classroom. Classroom observations will also provide opportunities to view student work samples. Feedback sessions with teachers will provide an opportunity to have individual data chats with teachers on student progress and progress toward CMA and PLC goals.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	When comparing the student achievement data from SY 2019 and SY 2021, there was a significant decline with regards to learning gains for students in bottom quartile in math. There was a 31% decline in learning gains for students in the bottom quartile for math. While there was a decline in student achievement across the board, the significant decline in learning gains for our bottom quartile is concerning as student achievement at Viera High School has not dipped below 40% for any category over the last five years.
Measurable Outcome:	Viera High School plans to increase to 40% or above in student achievement with learning gains for students in ELA who are in the bottom quartile.
Monitoring:	Students will be monitored for progress in math classes with the MAP Growth Progress Monitoring tool. Math teachers will also monitor student progress through the use of Khan Academy.
Person responsible for monitoring outcome:	Terrence Haus (haus.terrence@brevardschools.org)
Evidence-based Strategy:	Viera High School will be focusing on accelerating students through the use of the following strategies: Success Starters, Formative Assessment and Feedback, Vocabulary Development, Student Work Sessions, Student Motivation, Scaffolding, and Collective Efficacy.
Rationale for Evidence-based Strategy:	John Hattie's meta-analysis as outlined in Visible Learning indicates that Teacher Collective Efficacy has one of the highest impacts on student achievement with a 1.57% effect size. Common planning to develop teacher efficacy and allow teachers time to focus on accelerating student learning will be important to implementing the plan with fidelity. While remediation focuses on mastering concepts of the past, acceleration focuses on setting students up for success in their current grade level course work. Acceleration addresses deficits in student learning from the past with just in time supports to develop prerequisite skills and build prior knowledge so that students are able to make connections to new learning.

Action Steps to Implement

Math teachers will be given common planning by grade level to provide teachers with opportunities to collaborate on planning and monitoring students for progress.

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

Collaborative Mutual Accountability Teams will meet to focus on priority standards and develop learning intentions and success criteria. They will then use a tracking sheet to track individual student achievement and meet to compare the data. The teams will also meet to reflect on their progress in implementing their plan.

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

Students will be identified who did not make learning gains in math. Teachers, Leadership Team members, and Guidance Counselors will conduct data chat meetings with students who are identified as not having made learning gains.

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

Professional Development opportunities will be provided to all teachers focused on accelerated learning strategies. The Leadership team will work with teacher teams or individual teachers as needed to provide

support in implementing the accelerated learning strategies in their classrooms. Administration will conduct walkthrough observations and provide feedback to teachers as a part of the evaluation process.

Person Responsible [no one identified]

Our testing coordinator will provide individual instructional coaching throughout the year. The goal will be to target new and veteran teachers that need assistance with modeling a student centered classroom and different learning strategies.

Person Responsible [no one identified]

Teachers will be able to participate in peer observations. Peer observations give them the opportunity to learn from each other's practice, build awareness of their own teaching, build collective efficacy, and continue to grow student learning.

Person Responsible Kathereen Armstrong (armstrong.kathereen@brevardschools.org)

Classroom walkthrough observations will be conducted regularly to observe and provide feedback on the Tier 1 instruction occurring in the classroom. Classroom observations will also provide opportunities to view student work samples. Feedback sessions with teachers will provide an opportunity to have individual data chats with teachers on student progress and progress toward CMA and PLC goals.

Person Responsible [no one identified]

#3. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale: When comparing the EWS data from SY21 to SY22, there is a significant increase in the number of students achieving at Level 1 in both ELA and Math. The number of students who have two or more indicators also increased from 98 to 132 and the number of retained students increased from 45 to 86. This data along with the Youth Truth Survey data in which only 30% of students feel like they have an adult on campus that they can go to are all factors that indicate a need to improve school culture and environment.

Measurable Outcome: We will see a decrease in the number of students achieving at a Level 1 in both ELA and Math. We will also decrease the number of students who have two or more EWS indicators to below 100, and see an increase in the number of students who have an adult on campus that they can go to.

Monitoring: Student progress toward meeting graduation requirements and high school credits will be monitored through the MTSS process as well as weekly Guidance meetings.

Person responsible for monitoring outcome: Heather Smith (smith.heather@brevardschools.org)

Evidence-based Strategy: VHS will be using a multi-tiered system of supports to identify, monitor, and implement supports to all students.

Rationale for Evidence-based Strategy: VHS will be using the MTSS process as it uses data based problem solving to integrate academic, behavioral, and emotional supports for students. When implemented with fidelity, the MTSS has proven to be effective at providing interventions for students based on their academic and behavioral needs.

Action Steps to Implement

Develop a Mental Health Team to add coping strategies to mental health curriculum and provide Social Emotional Supports to all students.

Person Responsible Brittany Postlethweight (postlethweight.brittany@brevardschools.org)

Guidance: Hire an additional guidance counselor to split the 9th grade cohort between two counselors. This will lessen the case load so that each counselor can focus on students with 2 or more EWS indicators.

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

Counselor's Corner will be implemented during all lunch periods to provide easy access to a counselor to all students, everyday. This will provide students with an opportunity to access a counselor every day to ask questions, get advice, or schedule time with their counselor.

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

Our MTSS team will meet weekly to monitor student progress, focusing on grades, attendance, behaviors, and assessment data. Struggling students will be paired with an adult mentor on campus to provide support and motivation in making progress toward academic and behavioral goals.

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

Students with two or more indicators will be assigned a mentor that will provide weekly check-ins to include data chats on student progress and goal setting.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The discipline data for Viera High School pulled from SafeSchoolsforAlex.org indicates that we ranked at number 55 for the state and number 4 in the district with regards to having very low incidents of violence on our campus with only 0.14 per 100 students. We also scored low in comparison with the state and district regarding the number of suspensions that were issued with 4.7 per 100 students. When looking at the discipline data and comparing to the data from the Youth Truth Survey that was taken by 80% of our students, there is still some room for growth. In our efforts to improve the school culture and environment at Viera High School, we will be focusing school-wide on building relationships with students.

We will also be introducing a mentor program for our MTSS students. We will be working closely with our school partners to gain A plus volunteers who are willing to support and mentor our students. Participants will be required to meet with their mentee multiple times a month and consistently encourage, motivate, and navigate them towards a life of success.

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.

Viera High School receives feedback from school community stakeholders through the district-wide Parent Survey, Youth Truth Survey, and Teacher Insight Survey. Based on information received from these surveys or from feedback received through conversations and focus groups, we also send out additional surveys to gain clarity on how to better serve our students, parents, and community. The results of these surveys are shared with teachers during faculty meetings, department meetings, and during preplanning, and we gain additional input from students and parents through focus groups to gain insight into how we can improve school culture.

The parent survey for SY 2021 indicates that 77% of parents feel welcome at Viera High School and feel that communication from the school is informative. While we are pleased that our families feel welcome, there were some areas within the parent survey that we can improve to continue to improve that positive culture with our families. Through the survey and through observations, there is room for improvement with some of the customer service interactions between the front office and parents. We will provide specific training and feedback to clerical staff to develop those customer service skills to ensure that all interactions between parents, students, and guests are positive and welcoming. Both the Parent Survey and the Youth Truth Survey indicated there is a desire to receive more information and preparation for College and Career. To better serve our families and community, we will be hosting a series of night time events to increase awareness and provide more supports in preparing for College and Career. Guidance counselors will also be starting a Counselor's Corner to provide easy access to students during their lunch every day.

The Youth Truth Survey results revealed that only 30% of students feel that there is an adult on campus that they can talk to when they are feeling upset, stressed, or having problems. This is an area of great concern and needs immediate action. A mental health committee was formed to assess student needs and to revamp the mental health curriculum and Sources of Strength on our campus for this year. Sources of Strength is as an educational tool to prevent youth suicide, bullying, and substance abuse, ultimately promoting positive and caring connections among students and adults, as well as inspiring students to become peer leaders through hope, help, and strength. This data was also shared with teachers during preplanning to brainstorm strategies for improving student/teacher relationships so that all students can feel supported and included on our campus. Another area of concern is that our students in the LGBTQ+ community are feeling isolated and struggle to fit in on our campus. Based on this feedback from our students, we have increased the amount of clubs and have more widely publicized the different opportunities for students to get involved on our campus. We have also revamped our Gay-Straight Alliance club to get more students involved in activities on campus to build a positive school culture and environment that is inclusive of all students.

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

It truly takes all stakeholders coming together to promote a positive school culture and environment. Parents play an important role in promoting a positive school culture as they shape their child's opinions and attitudes towards learning. Parents provide support in academics and can provide insight into the social emotional needs of their student. Communication between the parents and teachers is crucial to student success, especially when students are struggling. Teachers are a key stakeholder in promoting a positive culture and environment. When teachers build positive, productive relationships with students, students are not only more likely to feel positive about school, but they are also more likely to engage in the academic material. The Leadership Team will provide support to staff in cultivating positive relationships with students and will also be intentional in building relationships with students so that all students feel known, valued, and inspired.

Viera High School is fortunate to have amazing community partners that are dedicated to the success of our students. They offer support to our school community through their participation in our SAC meetings; they also actively reach out to offer support regularly to our school.

Students have an important role in promoting a positive school culture and environment; with ensuring that all students are successful being the core mission, they can provide valuable feedback into how we can serve their academic and social emotional needs to ensure that they are prepared for college and career.