Brevard Virtual Franchise

2021-22 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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	6%
2020-21 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 (%)
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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Brevard Virtual Franchise

1225 CLEARLAKE RD, Cocoa, FL 32922

http://www.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)
Combination School KG-12	No	20%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

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	Position 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.
Quam, Russell	Other	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	Team leader, provide instructional coaching, facilitate training and monitor data.
Sorrentino, Julie	Teacher, K-12	Team leader, provide instructional coaching, facilitate training and monitor data.
Brach, Kristin	Teacher, K-12	Team leader, provide instructional coaching, facilitate training and monitor data.
Fleming, Robin	Teacher, K-12	Team leader, provide instructional coaching, facilitate training and monitor data.
Bussendorf, Kathy	Teacher, K-12	Team leader, provide instructional coaching, facilitate training and monitor data.
Kirk, Lori	Teacher, K-12	Team leader, provide instructional coaching, facilitate training and monitor data.
Kirk, Clarissa	Instructional Coach	Monitor student success, provide intervention, provide training and data analysis

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.*

4

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

571

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

14

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

3

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	26	21	34	40	36	38	43	44	66	52	49	61	61	571
Attendance below 90 percent	1	2	2	2	1	0	4	0	1	2	3	2	2	22
One or more suspensions	0	0	0	0	0	0	1	0	0	2	1	1	1	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	4	4	0	1	9
Course failure in Math	0	0	0	0	0	0	0	2	1	3	3	2	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	2	5	5	5	6	5	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	3	2	11	6	7	5	0	35
Number of students with a substantial reading deficiency	0	0	0	1	0	0	0	0	0	0	0	0	0	1
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	2	3	3	2	6	7	7	7	6	43
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	9	6	13	4	6	7	0	0	0	45

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	2	4	6	6	10	9	14	11	7	70

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	1	0	0	0	0	1	2	0	2	5	5	1	18
Students retained two or more times	0	0	0	0	0	0	0	2	1	0	3	4	1	11

Date this data was collected or last updated

Wednesday 9/22/2021

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	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

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	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

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				71%	65%	61%	81%	68%	60%
ELA Learning Gains				65%	58%	59%	74%	59%	57%
ELA Lowest 25th Percentile				53%	54%	54%	57%	54%	52%
Math Achievement				57%	67%	62%	73%	67%	61%
Math Learning Gains				44%	62%	59%	65%	61%	58%
Math Lowest 25th Percentile				25%	59%	52%	50%	56%	52%
Science Achievement				67%	62%	56%	69%	63%	57%
Social Studies Achievement				71%	80%	78%	89%	81%	77%

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
03	2021					
	2019	0%	64%	-64%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	61%	-61%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	60%	-60%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	67%	60%	7%	54%	13%
Cohort Comparison		0%				
07	2021					
	2019	69%	58%	11%	52%	17%
Cohort Comparison		-67%				
08	2021					
	2019	82%	63%	19%	56%	26%
Cohort Comparison		-69%				
09	2021					
	2019	71%	62%	9%	55%	16%
Cohort Comparison		-82%				
10	2021					
	2019	76%	59%	17%	53%	23%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	61%	-61%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	64%	-64%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	0%	60%	-60%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	67%	67%	0%	55%	12%
Cohort Comparison		0%				
07	2021					
	2019	73%	62%	11%	54%	19%
Cohort Comparison		-67%				
08	2021					
	2019	36%	43%	-7%	46%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	56%	-56%	53%	-53%
Cohort Comparison						
08	2021					
	2019	57%	53%	4%	48%	9%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	90%	66%	24%	67%	23%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	74%	74%	0%	71%	3%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	73%	71%	2%	70%	3%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	55%	61%	-6%	61%	-6%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	50%	60%	-10%	57%	-7%

Grade Level Data Review - Progress Monitoring Assessments

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

K-6 - iReady
7-12 - Reading Plus
7-10 - MAPS (math)

Grade 1				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	76	86	100
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	73	89	86
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 2				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	76	85	92
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	57	72	72
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	94	97	100
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	51	61	79
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	80	73	81
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	66	61	79
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	83	74	87
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	62	62	66
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	78	78	79
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	59	59	86
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	45	31
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	75	77	65
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53	52	40
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	60	50
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	55	67	67
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	71	56	67
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	58	71	71
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	67	14
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47	26	26
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

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	44	47		48	47						
ELL	40										
BLK	50	50		39							
HSP	58	54	40	41	29		60	84			
MUL	78	73		62	57		53				

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
WHT	69	53	48	56	40	45	63	82	46	100	58
FRL	56	48	29	43	40	47	58	74	31		

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

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	60
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	
Total Points Earned for the Federal Index	655
Total Components for the Federal Index	11
Percent Tested	77%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	46
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	52
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	65
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	60
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	47
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?

Our greatest concern continues to be test participation. With approximately 70% of our students testing for state level tests (FSA/EOC) and much fewer in progress monitoring, the data has significant gaps. Subgroups do not report, due to not meeting minimum cell size.
Math continues to be a challenge in the virtual environment.

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

Math performance lags behind ELA performance, for all students. A smaller percentage of students are proficient in math skills across all grade levels and sub groups.

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

Learning math online is very challenging. Lack of participation in testing (due to covid) was a contributing factor. Extra supports are needed. We implemented a tutoring program for math and hope to reinstate that program this year, with ESSER funding.
Middle school acceleration also declined from 57% to 46%

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

Our graduation rate saw great improvement from 95% to 100% (lagging data)!
Performance of our lowest 25% in Math improved from 25% to 42%

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

Offered tutoring for math
Added success coaching as needed at all grade levels to target lack of engagement.

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

Better participation in progress monitoring, so we can truly identify the needs and target them.
Tutoring needs to be reinstated

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.

Training for creating and conducting targeted interventions.
Training on new BEST standards

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

Success Coaching services will need to be continued as part of our staffing plan in the future.
Funding to support tutoring services will need to continue.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	In the 2021 Youth Truth Survey of students in grades 3-12, it was evident that students lacked a sense of belonging in their school. In response to questions related to Belonging, students responded positively as follows: 58% of students in grades 3-6; 18% of students in grades 7-8 and 13% of students in grades 9-12.
Measurable Outcome:	The 2022 Youth Truth data will reflect increases in students reported sense of belonging as follows: Grades 3-6 increase to at least 70%; Grades 7-8 increase to at least 50% and Grades 9-12 increase to at least 50%
Monitoring:	Participation rate in student clubs and activities will be monitored as well as Turbo Time (live instruction) and homeroom will be monitored as these are the key method for providing students time to build relationships with others.
Person responsible for monitoring outcome:	Kristi Shiflett (shiflett.kristi@brevardschools.org)
Evidence-based Strategy:	PBIS - Positive Behavior and Intervention System
Rationale for Evidence-based Strategy:	The PBIS team monitors school-wide data and provides all staff, students and families with a clear understanding of desired behaviors. The goals of being Respectful, Responsible and Engaged apply to the classroom and beyond. The PBIS structure will allow us to monitor the status toward our goal, encourage student behavior and help our school reach this goal.

Action Steps to Implement	

Increase club options for students, based on student input.

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

Include a club specific table during Orientation to share opportunities with all students, during this mandatory session.

Person Responsible	Russell Quam (quam.russell@brevardschools.org)

Monitor participation data during PBIS meetings, provide staff with an overview of each club/activity during Collaboration Days, empowering them to target possible students for participation.

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

Reinstate in-person activities which were canceled last year, due to COVID. In-person activities will be scheduled to provide students with opportunities to work with other students and learn together.

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

Each teacher in grades 7-12 will offer at least one Turbo Time (live instruction) opportunity per month for students to participate in a content-based activity, which will also include working directly with their peers.

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

Create a School Community Team to coordinate events for families to engage with one another.

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

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	The online program is primarily asynchronous, which means students are engaging independently with the curriculum. Students in grades K-6 participate in Turbo Time (live, online instruction) on a weekly basis with their peers. Turbo Time in grades 7-12 was primarily focused on interventions last year for disengaged students. By increasing our content-based instruction and opportunities for peer collaboration, we anticipate a higher level of interest and participation. Increased participation will result in higher achievement. The 2021 Youth Truth data shows that students in grades 7-12 work with their peers at a rate below the district average. Grades 7-8: 32% work with peers because the teacher asks/tells them to and 12% work with peers even when the teacher doesn't ask/tell them to. Grades 9-12: 10% work with peers because the teacher asks/tells them to and 7% work with peers even when the teacher doesn't ask/tell them to. In all grade levels, this metric decreased from the 2020 survey.
Measurable Outcome:	On the 2022 Youth Truth survey, students in grades 9-12 will respond significantly higher to questions related to working with their peers. We will focus on the question related to working with peers with the teacher asks/tells the student to. Our goal is as follows: Grades 7-8: Increase from 32% to 50% the students who report working with peers because the teacher asks/tells them to. Grades 9-12: Increase from 10% to 35% the students who report working with peers because the teacher asks/tells them to. Both measurements will take BVS to just above the district average for this metric.
Monitoring:	Attendance rates at live instruction will be monitored by teachers and reported to the BVS Leadership Team. PBIS strategies will be utilized to encourage students to attend sessions. Schedule for live instruction schedule will be monitored by administration to ensure adequate opportunities. Best Practices will be developed and shared with teachers in increase participation.
Person responsible for monitoring outcome:	Heather Price (price.heather@brevardschools.org)
Evidence-based Strategy:	PBIS - Positive Behavior Intervention System
Rationale for Evidence-based Strategy:	The PBIS team monitors school-wide data and provides all staff, students and families with a clear understanding of desired behaviors. The goals of being Respectful, Responsible and Engaged apply to the classroom and beyond. The PBIS structure will allow us to monitor the status toward our goal, encourage student behavior and help our school reach this goal.
Action Steps to Implement	

All teachers in grades 7-12 will provide at least one opportunity per month for students to participate in live instruction (Turbo Time) with their peers.

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

Reinstate in-person activities this year (which had been discontinued due to COVID). Especially SOS labs to engage students, with their teacher support, who are in need of academic intervention.

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

PBIS strategies will be utilized to encourage students to attend sessions, including issuing of BVS Bucks.

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

Provide training to all staff on strategies for engaging students in online lessons in Zoom.

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

Reinstate tutoring services for students identified by teachers, data team and/or families.

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

Provide teachers with extra duty pay opportunities to create on-demand recorded lessons specific to course content.

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

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.

NA - BVS is not included in the site, as we do not have any reported discipline data to report.

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.

We prioritize positive school culture at BVS because the virtual environment poses unique challenges for building relationships and a sense of belonging. In the past, we had 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. 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. Last year, due to COVID, we had to postpone all in-person activities for students and staff, except mandatory testing. This significantly and negatively impacted our sense of community. In addition, our student body increased by almost ten-fold, which posed additional challenges as we increased our faculty rapidly, responded to the exponentially increased need for virtual instruction, all the while trying to continue to build a sense of community. Our data from the 2021 school year reflects positively on our efforts and also shows areas for improvement.

In our Youth Truth survey, among our high school students we are in the 84th percentile for school culture (a decrease from the 92nd percentile), in middle school we are in the 85th percentile for school culture (a decrease from the 99th percentile) and in elementary we are in the 94th percentile for school culture (a decrease from the 100th percentile). Although each grade level represented a decrease, given the extreme growth we experienced and that core pieces of our school culture were suspended due to COVID, we are proud to have maintained this level of agreement with our students. The area we must focus is on the students' sense of belonging. These metrics were low in the 2020 YT Survey year and they fell further in 2021. in Grades 9-12 we are in the 1st percentile for belonging, in grades 7-8 we are in the 0th percentile (down from 9th percentile) and in grades 3-6 we are in the 18th percentile (not measured last year).

Feedback from our 2020-2021 School Advisory Council and Student Ambassadors identified the need for more opportunities for peer engagement and extra-curricular activities. As a result, we have recruited sponsors for and launched seven new clubs for the school year. One of those clubs will also positively impact the overall school culture, as it is BVTV a new, weekly announcement program. The weekly announcements will significantly increase the level of communication for students and families and will be a vehicle for increasing awareness of opportunities and was to engage with others, such as school spirit days, online activities and more.

This year we have also created a School Community team, which will organize school-wide activities that help to contribute to a sense of belonging. This may includes family events in the community, celebrating and recognizing national heritage celebrations and providing teachers with tools they can use.

We also recognize the need to provide our parent/guardians and Learning Coaches with the tools and training necessary to support their students. This may include training for specific tools that we use at BVS or general technology training. By including them as an integral part of our school community and empowering them, our students will experience a greater level of support resulting in higher engagement.

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

School Administration - overall supervision of opportunities and structures critical to school culture.
BVTV Sponsor and Participants - primary communication tool for promoting school events and opportunities.
Student Ambassadors - club specifically charged with providing input and feedback on school culture and environment.
School Advisory Council - provide input on school culture and support activities through SAC funds.

Part V: Budget

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

| 1 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | $0.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: Standards-aligned Instruction | $0.00 |

	Total:	$0.00