

Brevard Public Schools

Viera Elementary School



2021-22 Schoolwide Improvement Plan

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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 |
| 2020-21 Title I School | No |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 11% |
| 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: No Grade 2017-18: No Grade 2016-17: 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Viera Elementary School

8300 STADIUM PKWY, Melbourne, FL 32940

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) |
| Elementary School KG-6 | No | 13% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 28% |

School Grades History

| Year | 2020-21 |
|-------|---------|
| Grade | |

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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 | Position 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

43

Total number of students enrolled at the school

591

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

4

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

14

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 | 95 | 107 | 72 | 91 | 74 | 84 | 68 | 0 | 0 | 0 | 0 | 0 | 0 | 591 |
| Attendance below 90 percent | 0 | 6 | 1 | 1 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| One or more suspensions | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| 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 FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2020-2021 FSA ELA | 0 | 0 | 0 | 1 | 3 | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Level 1 on 2020-2021 FSA Math | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |

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 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |

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 | 5 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Date this data was collected or last updated

Friday 8/20/2021

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 | 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 | 0 |
| Course failure in Math | 0 | 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 | 0 |

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 | 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 | |

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 | | | | | 62% | 57% | | 60% | 56% |
| ELA Learning Gains | | | | | 60% | 58% | | 54% | 55% |
| ELA Lowest 25th Percentile | | | | | 57% | 53% | | 46% | 48% |
| Math Achievement | | | | | 63% | 63% | | 62% | 62% |
| Math Learning Gains | | | | | 65% | 62% | | 59% | 59% |
| Math Lowest 25th Percentile | | | | | 53% | 51% | | 49% | 47% |
| Science Achievement | | | | | 57% | 53% | | 57% | 55% |

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 | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready Reading and Math diagnostic assessments are taken three times a year to progress monitor student achievement. Listed below is data for students currently in the building with 2020-2021 data attached.

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 74 | 82 | 90 |
| | Economically Disadvantaged | 60 | 68 | 82 |
| | Students With Disabilities | 33 | 62 | 77 |
| | English Language Learners | 67 | 67 | 67 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 58 | 76 | 90 |
| | Economically Disadvantaged | 59 | 67 | 82 |
| | Students With Disabilities | 46 | 58 | 77 |
| | English Language Learners | 67 | 67 | 67 |

| Grade 2 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 38 | 54 | 75 |
| | Economically Disadvantaged | 58 | 75 | 83 |
| | Students With Disabilities | 14 | 14 | 29 |
| | English Language Learners | 0 | 33 | 100 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 31 | 44 | 74 |
| | Economically Disadvantaged | 36 | 33 | 75 |
| | Students With Disabilities | 17 | 17 | 43 |
| | English Language Learners | 33 | 67 | 33 |

| Grade 3 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 34 | 69 | 72 |
| | Economically Disadvantaged | 31 | 62 | 62 |
| | Students With Disabilities | 19 | 44 | 44 |
| | English Language Learners | 50 | 50 | 100 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 26 | 54 | 68 |
| | Economically Disadvantaged | 15 | 38 | 46 |
| | Students With Disabilities | 19 | 38 | 46 |
| | English Language Learners | 0 | 50 | 100 |
| Grade 4 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 82 | 95 | 98 |
| | Economically Disadvantaged | 75 | 88 | 100 |
| | Students With Disabilities | 50 | 80 | 90 |
| | English Language Learners | N/A | N/A | N/A |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 36 | 74 | 87 |
| | Economically Disadvantaged | 50 | 75 | 88 |
| | Students With Disabilities | 10 | 30 | 70 |
| | English Language Learners | N/A | N/A | N/A |

| Grade 5 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 72 | 81 | 89 |
| | Economically Disadvantaged | 70 | 70 | 80 |
| | Students With Disabilities | 20 | 20 | 57 |
| | English Language Learners | 0 | 0 | 100 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 38 | 58 | 85 |
| | Economically Disadvantaged | 30 | 30 | 80 |
| | Students With Disabilities | 10 | 20 | 30 |
| | English Language Learners | 0 | 50 | 50 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 16 | | 73 |
| | Economically Disadvantaged | 14 | | 38 |
| | Students With Disabilities | 17 | | 43 |
| | English Language Learners | 0 | | 100 |
| | Number/% Proficiency | Fall | Winter | Spring |

| Grade 6 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 59 | 72 | 78 |
| | Economically Disadvantaged | 43 | 71 | 86 |
| | Students With Disabilities | 33 | 22 | 56 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 39 | 59 | 78 |
| | Economically Disadvantaged | 0 | 43 | 57 |
| | Students With Disabilities | 22 | 22 | 44 |
| | English Language Learners | 100 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |

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 | 43 | | | 55 | | | | | | | |
| BLK | 60 | | | 80 | | | | | | | |
| HSP | 75 | | | 81 | | | | | | | |
| MUL | 81 | | | 80 | | | | | | | |
| WHT | 87 | 75 | | 88 | 87 | | 79 | | | | |
| FRL | 77 | 70 | | 86 | 91 | | | | | | |

| 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 |

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 | 81 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 566 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 96% |

| Subgroup Data | |
|---|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 49 |
| 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 | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |

| 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 | 70 |
| 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 | 78 |
| 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 | 81 |
| 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 | 83 |
| 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 | 81 |
| 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?

When analyzing Viera Elementary i-Ready data, ESE students were identified as an under performing subgroup. In addition, ELL students remained inconsistent in their performance. Math data showed as lower than o ELA, although 2020-2021 FSA data shows the opposite.

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

Viera Elementary i-Ready data shows 34% of students in grades 1-6 scoring in a tier 2 for ELA and 7% in a tier 3. 59% of students scored in a tier 1. Overall, the greatest weakness for grades 1-6 was in the domain of vocabulary. A deeper analysis indicates that 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 ESE students were within that range.

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

A number of factors including transitioning back and forth from e-learning to in person due to COVID, quarentines, and a transition to a new school may have contributed to this performance level.

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

Due to Viera Elementary being a new school last year, there is no 2019 data to compare, however, 2020-2021 FSA ELA proficiency came in at 86%, math 87%, and science 80%. Schoolwide ELA learning gains were 76%, In ELA 69% of the lowest 25% of students made gains. Math schoolwide learning gains were 87% and 82% of the lowest 25% of students made learning gains.

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

The contributing factors which led to the success of Viera Elementary students included a school wide focus on building systems and supports to identify student needs through MTSS and interventions, building and fostering a collaborative and nurturing learning environment for all students through SEL, providing teachers with collaborate planning time in which they worked alongside the literacy coach, and the Professional development opportunities that were provided to teachers such as Sanford Harmony, CHAMPS, and the development of a schoolwide writing plan.

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

In order to accelerate learning, teachers will be provided with collaborative planning time which includes a full day of planning each 9 weeks with the literacy coach. These planning sessions ensure lessons are aligned to the BEST standards and utilize quality complex text. Maintaining a focus on vocabulary through weekly vocabulary vibe promoted through morning announcements, and will begin the implementation of the schoolwide writing plan.

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.

There will be continued opportunities for professional development for teachers for topics such as Sanford Harmony, Conscious Discipline year 2, Benchmark Advance and Savvas, quality questioning with complex text, and writing and vocabulary strategies.

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

Viera Elementary will continue to build capacity through our committees to gain teacher input and improve our practices.

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to MTSS

Area of Focus Description and Rationale: As we continue to grow, we have newly added teachers coming from many different areas, the importance of reviewing 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 6% of our students may need tier 2 or tier 3 intervention in ELA. While this is just one data point out of many that will be collected, continuing to set expectations and implement an effective MTSS process will help ensure that our students who need supports 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.

Monitoring: All classroom teachers will complete an "At a Glance" sheet for all students which they will bring to our MTSS meetings. During each meeting, the MTSS team will review student data, identify students in need of support, and determine next steps for intervention. There will be a strong focus on our students who scored a level 1 on FSA and those identified as substantially deficient. Teachers will document tier 2 and tier 3 students and interventions in the MTSS binder. This binder will contain the progress monitoring information for each students' interventions. The MTSS team will monitor progress and make changes as needed.

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 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

Present MTSS procedures and expectations to the teachers and staff. Provide guidance and support with these procedures to our staff throughout the MTSS process.

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

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)

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

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

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Viera Elementary's population has drastically increased this year. An analysis of current students who took the 2021 FSA showed that the writing average was a 6.3 while 88% of students scored a level 3 or above. A deeper look at FSA scores showed that only 37% of students were proficient in the strand of Knowledge of Integration and Ideas. Looking at beginning of the year iReady data shows that 59% of our 1st - 6th graders are on or above grade level, 34% are in Tier 2 and 7% are in Tier 3. Although this is an improvement over last year's beginning diagnostic results, we continue to see our biggest gap in vocabulary where 56% of students were in Tier 1, 35% in Tier 2 and 8% in Tier 3.

Measurable Outcome:

75% of students in grade 1- 6 will score in the Tier 1 range for the vocabulary domain by the third iReady diagnostic.
90% of students in grades 3-6 will score a Level 3 or higher as measured by the ELA FSA.

Monitoring:

Vocabulary progress will be monitored throughout the year using the iReady learning path and diagnostic results.
Writing and ELA proficiency will be measured using Benchmark Unit and Interim writing assessments as well as school-wide FSA practice assessments.

Person responsible for monitoring outcome:

Jessica Pokorny (pokorny.jessica@brevardschools.org)

Evidence-based Strategy:

Create and implement clarity of expectations and instruction for students and teachers though the implementation of a school-wide writing plan. This plan includes grade-level specific expectations, assessments and rubrics, common terminology, common writing techniques and methods for integration into core instruction.

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. Continued implementation of 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

Continued implementation of the school-wide writing plan through training and planning with teachers.

Person Responsible

Jessica Pokorny (pokorny.jessica@brevardschools.org)

Literacy coach will provide modeling and co-teach lessons centered around components of the writing plan with BEST standards and Benchmark/Savvas components embedded in the lesson.

Person Responsible

Jessica Pokorny (pokorny.jessica@brevardschools.org)

Conduct mock FSA/school-wide writing assessments in order to progress monitor, re-teach, conduct student conferences and identify teacher professional development opportunities.

Person Responsible

Jessica Mostowski (mostowski.jessica@brevardschools.org)

Continue to meet with the school writing committee to seek implementation feedback as well as develop ideas for integrating the school-wide plan with Benchmark Advance/Savvas.

Person Responsible

Jessica Mostowski (mostowski.jessica@brevardschools.org)

Continue school-wide vocabulary initiative to promote the use of high level vocabulary words through a word of the day.

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

Provide one day per grading period for teachers to plan with the literacy coach in order to maximize quality instruction utilizing district pacing and Benchmark Advance/Savvas. This day will include linking BEST Standards to Benchmark Advance instruction. A document will be created to help identify areas of focus and big ideas for grades 2 - 5.

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

Continue monitoring iReady usage and utilize a digital incentive "football field" for classes. Provide incentives as classes score touchdowns based on class pass rates and usage rates.

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

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

Area of Focus Description and Rationale:

Viera Elementary continues to grow this year, almost doubling in size. We know that students may be coming to school with not only academic gaps, but social/emotional concerns due to the COVID pandemic, rezoning of schools, and the transition from e-Learning to brick and mortar. According to the Youth Truth survey, when asked how much the virus has changed your life on a scale of 1-3, with 3 being the most change, 41% of our students chose a 3 rating. Through the registration process we noticed that there continues to be a large number of students attending Viera Elementary that are new to Florida or Brevard County. All of these situations combined with the growth of Viera Elementary 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:

According to the Youth Truth survey, 65% of students stated they feel like a real part of the school community. 41% of students stated that they felt students behave well in class. We would like to see at least a 15% increase in these areas in this year's survey.

Monitoring:

We will monitor this through the Youth Truth survey and student feedback.

Person responsible for monitoring outcome:

Adrienne Schwab (schwab.adrienne@brevardschools.org)

Evidence-based Strategy:

Sanford Harmony will continue to be implemented at Viera Elementary. 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. In addition, we will begin a mentoring program called, Hanging with the Hawks, where students from Viera High help elementary students build confidence and social skills by playing games, advising them on what to expect in middle and high school, and offering a big brother/big sister friendship.

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

Sanford Harmony training and implementation.

Person Responsible

Christi Barton (barton.christi@brevardschools.org)

Hanging with the Hawks mentor program.

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

Morning Meetings to take place immediately after morning announcements each day in each grade level

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

School counselor will conduct whole class lessons each nine weeks in each grade level

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

School counselor small group lessons

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

#4. Instructional Practice specifically relating to Science

Area of Focus
Description and Rationale: Although 80% of our 5th graders who took the state science assessment last year scored a level 3 or above, our school has had an increase in student enrollment and we now have a new 5th grade team of teachers.

Measurable Outcome: At least 80% of our 5th grade students will score at a level 3 or above on the Statewide Science Assessment.

Monitoring: The 5th grade team, along with administration, will monitor both district assessment data and PENDA usage and mastery of standards reports throughout the year.

Person responsible for monitoring outcome: Adrienne Schwab (schwab.adrienne@brevardschools.org)

Evidence-based Strategy: Create and implement clarity of expectations and instruction for students and teachers though the implementation of the PENDA program and standards-based hands on activities and lessons.

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. In addition, we know that collaborative planning and professional development will enhance the understanding of the science standards and the PENDA program to empower teachers to create engaging standards-based activities and lessons.

Action Steps to Implement

Mrs. Marcoux, our PENDA contact and STEM teacher will provide teachers with professional development on the PENDA program.

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

Administration and 5th grade teachers will monitor both district assessment data and PENDA usage and standards mastery reports.

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

Collaborative planning with STEM teacher. The 5th grade team will plan collaboratively with the STEM teacher to develop engaging standards-based hands on activities and lessons.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Each classrooms at Viera Elementary has a calm down corner for students to utilize when emotions arise. Positive behavior referrals are utilized to celebrate student success. Each weekday, immediately after morning announcements, all classrooms conduct morning meetings utilizing Sanford Harmony. The school counselor visits each classroom quarterly to provide whole class SEL lessons. She also works with small groups and does minute meetings with each individual student. Third grade students participate in the SNAP program. Schoolwide the character traits that are promoted are based on PRIDE, perseverance, respect, integrity, dependable, effort. This year, students will work with Viera High School students through a mentoring program called Hanging with the Hawks.

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.

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.

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

The school engages families, students, and all faculty in a shared understanding of academic and behavioral expectations as well as high-quality instruction.

Teachers communicate high expectations for all students. Teachers meet in data meetings to routinely examine disaggregated data to look for themes/patterns among student groups. This data, in and out-of-school suspension and attendance also forms the basis for discussions of what's working (or not) for particular groups within a school and what needs to be done. The school provides orientation for new teachers and ongoing support from a mentor teacher. Teachers establish and practice clear expectations and classroom procedures (CHAMPS), and provide frequent feedback to students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom. The school's curriculum and teachers' lesson plans draw on the diverse interests and experiences of students. Leaders demonstrate how those beliefs manifest in the school building. For example:

- Collaborative planning is solutions-oriented and based in disaggregated data
- Student work is displayed throughout school
- All students are enrolled in college- and career-ready prep curriculum .

The administration ensures that teachers have resources, training, and ongoing support to meet needs and provides frequent, constructive feedback, and actively makes themselves available to teachers and staff. The leadership team actively solicits staff feedback on school-wide procedures and creates opportunities for teachers to assume leadership roles. They also structure the master schedule to include collaborative planning and ensure it is rooted in data on student progress and interests.

A clear code of conduct for students and adults with input from students, families, and school personnel has been created.

The school has established an infrastructure to support family engagement, such as a decision-making through the SAC council. It reaches out to families and the community early and often - not just when there is an issue. Seeking input from families on how the school can support students, and following up with what's being done as a result is a constant. We also ensure that logistics of parent/teacher conferences and other school events enable all parents to participate.