

Brevard Public Schools

Viera High School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	15%
2021-22 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	2021-22: A (68%) 2018-19: A (73%) 2017-18: A (73%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School PK, 9-12</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>15%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>32%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	A	A

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Support, Inspire, and Motivate.

Viera High School will promote a rigorous, supportive, and collaborative environment to ensure academic success for ALL students and to create a positive culture for ALL stakeholders.

Provide the school's vision statement.

Opening doors to sculpt our students' future.

Staff will create a positive culture of building relationships through collaboration and accountability, where all students and staff feel valued, respected, and supported.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Robinson, Sarah	Principal	<p>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.</p>
LeGate , Heather	Assistant Principal	<p>Communication 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.</p>
Melendez, Lucian	Assistant Principal	<p>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 accordance with Brevard Public Schools' strategic plan, vision, and mission. Ensures compliance with Board Policies, procedures, and applicable federal and state laws and regulations.</p>
Flora, Christy	Assistant Principal	<p>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.</p>
Postlethweight, Brittany	Assistant Principal	<p>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</p>

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.
Flesher, Richard	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.

Demographic Information

Principal start date

Wednesday 5/15/2019, Heather Legate L

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

23

Total number of teacher positions allocated to the school

119

Total number of students enrolled at the school

2,288

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

35

Identify the number of instructional staff who joined the school during the 2022-23 school year.

39

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	566	639	599	473	2277
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	24	26	29	19	98
One or more suspensions	0	0	0	0	0	0	0	0	0	50	26	30	22	128
Course failure in ELA	0	0	0	0	0	0	0	0	0	30	3	3	10	46
Course failure in Math	0	0	0	0	0	0	0	0	0	36	17	15	16	84
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	60	63	62	40	225
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	27	78	70	44	219
Number of students with a substantial reading deficiency	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	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	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	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	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	45	80	72	23	220

Using current year data, complete the table below with the number of students identified as being "retained.":

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	14	44	33	2	93
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	8	4	1	17

Date this data was collected or last updated

Tuesday 8/30/2022

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	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

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	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	0
Level 1 on 2019 statewide FSA Math assessment	0	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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	69%	52%	51%				79%	59%	56%
ELA Learning Gains	61%						66%	52%	51%
ELA Lowest 25th Percentile	48%						56%	40%	42%
Math Achievement	63%	40%	38%				71%	48%	51%
Math Learning Gains	58%						64%	49%	48%
Math Lowest 25th Percentile	50%						65%	45%	45%
Science Achievement	78%	37%	40%				79%	66%	68%
Social Studies Achievement	81%	44%	48%				83%	70%	73%

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

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
2022					
2019	79%	66%	13%	67%	12%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	71%	12%	70%	13%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	61%	3%	61%	3%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	60%	12%	57%	15%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	25	37	33	33	49	55	46	47		91	41
ELL	32	40	33	50	72		46	42			
ASN	76	71		80	64		83	87		100	60
BLK	51	55	42	45	59	54	58	57		92	57
HSP	61	49	45	49	55	40	72	72		99	73
MUL	75	64	55	59	43	20	88	87		98	70
WHT	71	62	47	67	61	58	80	84		98	79
FRL	50	52	38	50	56	55	69	59		94	56
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	745
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Overall, Viera High School's student achievement increased in all but one category, ELA achievement. While our overall achievement in ELA dipped by 2 points, our learning gains in ELA for our SWD population increased by 9 points. Our 10th grade ELA scores dropped by 7 points and our Algebra 1 EOC scores went down by 4 points compared to the previous year.

Looking at our subgroup data, we noticed that even though we are making progress with our SWD population, as shown by the previously mentioned ELA achievement data, we are still seeing learning gaps between the SWD and the non-SWD populations in all content areas.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our overall ELA achievement, specifically with our 10th grade students, as well as our Algebra 1 EOC scores show the greatest need for improvement.

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

The drop in overall ELA achievement scores by 2 points, despite the learning gains by our lowest 25% going up, highlights a need in the ELA department for acceleration, specifically with our 10th grade group, where we saw the achievement drop by 7 points. This group is still struggling from the COVID shutdown and the gaps it left in their learning. These students only received half of their 8th grade education and then were in a blended learning environment for their 9th grade year. Their 10th grade year was the first "return to normal" and return to testing. Their scores reflect a direct correlation to a loss of instructional time.

We will continue our focus on ELA and math for support facilitation, which has shown great success for our SWD. In addition, we will focus on ensuring all 10th grade students, now 11th grade students, who did not show mastery on the FSA ELA are placed in the ILA class to support their need for acceleration. We will also use the push in teachers to do small group and one-on-one instruction with students needing support in their ELA courses. With the new F.A.S.T. assessment, ELA teachers will be given a substitute to allow for a day of collaborative data review of PM 1, 2, & 3 to assess areas of growth and further needs in instruction to better support students. Aggregated data, along with plans for focused instruction and support, will be shared with administration, students, and parents.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our overall learning gains in Math showed the most improvement with a 22% increase from the 2021 school year and 50% of our lowest 25% made math learning gains, which was a 16% increase over the 2021 school year.

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

A heavy focus on Math push-in, small group, and one-on-one support for our Students with Disabilities coupled with math boot camps on Saturdays and daily math tutoring before and after school.

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

Continuation of the push-in/pull out model, continued tutoring before and after school, and boot camps on Saturdays. We will also be doing a peer observation professional development model this year to improve learning environment and instructional delivery. Common planning days for ELA teachers after PM 1&2 and the final F.A.S.T. assessment, as well as for Math teachers around MAPS testing, will be put into place to ensure collaborative planning for focused support.

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.

We have created the "Model Classroom Committee" where we have teachers volunteering to be a model example of their strengths. This committee will help to facilitate teachers doing peer observations in an area that they want to improve upon. Teachers are encouraged to tie this to their CMA goal. They will be grouped based on what they want to learn and what classroom walk throughs by administrators reveal they would benefit from learning. After observing 3 different classrooms where their peers are teaching, they will debrief with their group and administration and draft and turn in an implementation plan. The classrooms chosen to "model" will directly align with the needs of the teachers and their goal for improvement, which should benefit all students on campus. Teachers will also exchange ideas and "tips" for instructional strategies at each faculty meeting.

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

At the CMA, Leadership, and Faculty meetings, teachers will share out take-aways with the group from the observations. Teachers will take a survey to further assess perceived needs and discussions at observation and evaluation meetings will help to drive further peer observations and idea/strategy implementations. CMA groups will also collaborate to plan lessons, give common assessments and do regular item analysis to monitor progress of students and to reflect on their own practices. The continuation of collaborative planning around progress monitoring to drive instruction will continue to support teachers in their ability to assist students.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus

The results of the Insight Survey show that only 64% of teachers feel that the collaborative time with peers is productive, 55% of teachers feel that the faculty has a common vision of what effective teaching looks like and 50% of teachers feel they are supported with enough time for instructional planning and have a weekly collaboration with their CMA.

Description and Rationale:

These results indicate that there is a need for teachers to collaborate and come to a unified understanding as to what defines effective teaching. In order to support this need we will create an embedded PD for all of our faculty which involves peer observation, collaborative planning, reflection, and implementation of a strategy to work toward a goal for their CMA and to work toward a common vision of effective teaching on campus.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

During the process, teachers will find value in campus wide collaboration as well as within their CMA's. This should improve school culture and create a learning community where all feel respected and valued.

In addition, we will utilize post secondary funds to cover ELA teachers' subs so that they can do a data review and collaborate after PM 1 & 2 for the FFAST.

Improving collaborative efforts among teachers will ensure better student engagement and improve our subgroup scores.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve.

Teachers will record their CMA goal at the meeting with their administrator in the first quarter of school and strategy in a reflective survey after completing a peer observation/ collaborative planning session PD. In the insight survey, the percentage of teachers who collaborate weekly and feel it is productive time should go from 50 to 60%. Teachers response to "sharing a common vision of what effective teaching looks like" should go up to at least 60%.

This should be a data based, objective outcome.

Teachers working collaboratively and purposefully should have a positive impact on the overall instructional delivery and level of rigor in the classrooms across campus. For students, the goal is to see an increase from 69% achievement to 79% in ELA and to see Math achievement go from 63% to 73%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The peer observation PD will be embedded in their day and continue throughout the first 3 quarters. Survey completion and implementation plan completion will show progress in working toward the end result. The Insight Survey responses to collaborative planning time and common vision of effective teaching will give a quantitative measure of success. Monitoring of student progress through MAPS and FAST assessments with data chat and planning days will take place three times throughout the year.

Person responsible for monitoring outcome:

Sarah Robinson (robinson.sarah@brevardschools.org)

Evidence-based

Planned learning communities, or PLC's, will be utilized to group teachers by subject area taught. These PLC's will work together through collaboration and mutual accountability or

**Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

CMA groups to develop a goal, either a group or individual goal, to work on for the school year that will help support the efforts of the School Improvement Plan, (SIP). The PLC groups will be given time for collaborative planning on early release Fridays. They will also be given a sub for a day at some point during the first three quarters so that they can observe three classrooms of peers who all excel at the particular goal they are trying to attain for effective teaching. After the observations, they will debrief with an administrator and the group to discuss take-aways and ideas to implement in their classrooms. The group will then be given the remainder of the day for collaborative planning.

Rationale for Evidence-based

**Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.**

With only 50% of teachers feeling they have enough time to effectively plan collaboratively, and only 55% of teachers feeling that the school faculty has a common vision for effective teaching, it is really important to not only give teachers the time to plan together, but to offer up opportunities to shine with their expertise and to learn from one another in a classroom setting. By allowing the teachers to model for each other strategies that really work and then giving them time to plan with their group to discuss a plan to implement what they have learned, we are fostering an environment of collaborative learning as well as planning. Having a common goal among teachers to increase student engagement will support our goal to improve our ELA and Math overall achievement and subgroup data.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will be surveyed to assess their personal goal for improvement as well as their strengths that they have to share with others.

Person Responsible Sarah Robinson (robinson.sarah@brevardschools.org)

Once the teachers to be observed are identified through both the teacher survey and classroom walk throughs by administrators, teachers who will observe will be divided into small groups of 5/6. (The goal is to have all teachers observe another teacher as they look for strategies they can use to help fulfill their goal for improvement). These groups will then observe at least 3 periods of their peers teaching followed by a debrief session where they exchange ideas and observations of what they observed and how they can implement an idea into their class or lesson. They will then be given planning time to add their new strategy into their upcoming lessons. They will fill out an implementation plan and turn in to administration to be given credit for the PD.

Person Responsible Sarah Robinson (robinson.sarah@brevardschools.org)

Administrators will look for the implementation during observations. There will be monthly model classroom committee meetings where peer observations are shared out and feedback is shared with the observed teacher by their peers.

Person Responsible Sarah Robinson (robinson.sarah@brevardschools.org)

Student data will be collected from progress monitoring using FAST and MAPS and shared with stakeholders. A plan for acceleration and remediation will be created, shared, and implemented.

Person Responsible Sarah Robinson (robinson.sarah@brevardschools.org)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

While our lowest 25% did make gains in both ELA and Math, several of our subgroups still show a substantial learning gap when compared to our overall population. As an example, 23% of our ESE students achieved mastery in ELA and only 17% in Algebra, which is a difference of 50% in ELA and 48% in Algebra when compared to the non-ESE subgroup. There is a similar trend across multiple subgroups.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2023 school year, we will have closed the learning gap for our subgroups when compared to our overall population by 10% in both ELA and Algebra.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will continue common assessments with item analysis done in their CMA groups. In ILA, read 180 will be used along with the FAST progress monitoring scores to assess areas of need to drive instruction. For those students not enrolled in ILA who still need a passing ELA score, we will use Virtual Tutor in Edgenuity to support their growth and use the data for weekly data chats. For Math, the MAPS program will be used along with item analysis of common assessments. In both subjects, support facilitation teachers will push-in, pull out small groups and one-on-one instruction and do review and reteach sessions leading up to and after each test. Collaborative groups will then share data at the department meetings.

Person responsible for monitoring outcome:

Sarah Robinson (robinson.sarah@brevardschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented

Collaborative planning and common assessments within CMA groups as Planned Learning Communities, to establish common goals and focus learning utilizing support facilitation in courses with high ESE populations to ensure more one-on-one and small group instruction. Tutoring and boot camp sessions in Math and ELA will help to accelerate students across all subgroups and content areas.

for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Several subgroups are still showing a significant learning gap from our overall population. The gains that have been made recently show a direct correlation to last year's support facilitation model. We will continue this model in Math and ELA and add the PD related to collaborative planning to further support the support facilitation already in place.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers in both ELA and Math will plan collaboratively and create common assessments. In Math the MAPS progress monitoring will continue and the FAST will be the new progress monitoring for our 9th and 10th grade students.

Person Responsible Sarah Robinson (robinson.sarah@brevardschools.org)

Once the progress monitoring tests are given and results come back, CMA teams will meet to review item analysis and use the data to drive further instruction, reteaching and accelerating as appropriate.

Person Responsible Sarah Robinson (robinson.sarah@brevardschools.org)

Teachers in the math department will continue before and after school tutoring sessions and will again offer Saturday "boot camps" for students who need additional support. ELA teachers will also develop and implement a "boot camp" for SAT and ELA FSA testing for students who still need to achieve a concordant score. Based on progress monitoring with FAST, 9th and 10th grade students will also be identified for additional support.

Person Responsible Sarah Robinson (robinson.sarah@brevardschools.org)

After PM 1, 2, and the final FAST assessment, the ELA department will be provided substitutes to perform data analysis to identify the strands that student need the most support with. Instruction will be focused on those strands moving forward. This same model will be used in the math department after each administration of the MAPS test.

Person Responsible Sarah Robinson (robinson.sarah@brevardschools.org)

Data will be shared with all stakeholders with plans for both remediation and acceleration discussed.

Person Responsible Sarah Robinson (robinson.sarah@brevardschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 85% of parents feel welcome at Viera High School. While we are pleased that our families feel welcome, there were some areas within the parent survey that we can work on to continue to improve our culture with our families.

Based on the survey comments, customer service interactions between the front office and parents were less than desirable. Front office staff has been changed with both clerks at the front desk being new for this school year. We have provided specific training and feedback to clerical staff to develop positive 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. Only 30% of students feel that VHS has helped them understand the steps they need to take to apply to college. We would like to see this be 100% but are setting the goal at 50% for the next Youth Truth survey. 59% of parents who took the survey chose Planning for College and Career as the topic they would like to see presented at future parent nights, which was the number 1 topic requested. 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. We have also hired a College and Career counselor to assist students with all aspects of college preparation and exploring career options.

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. Our ultimate goal for this is 100%, but would at least like to see it climb to 60% for this school year. We have hired a social worker to help with student needs and to be there as an extra resource for students in crisis. We will continue to utilize Sources of Strength 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. During preplanning teachers were educated on the role of the social worker and taught how to access her for students in need. 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.

The Principal will continue to hold student voice meetings where students from a cross section of campus will meet with her to give feedback and bring up areas of concern from a student point of view. She will then present these concerns to the faculty at faculty meetings and ask teachers to work with administration and students to help create solutions to these issues.

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

It truly takes all stakeholders coming together to promote a positive school culture and environment. The administration, faculty, and staff are committed to building positive relationships with each other, our parents, and community partners.

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. Parents will be invited to participate in monthly parent nights which will offer information and support on various topics.

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. Teachers will communicate with students and parents in Focus and various platforms such as Blackboard and Google classroom.

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. Administrators will facilitate opportunities for all stakeholders to come together and will help to facilitate conferences and difficult conversations.

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. In an effort to connect families at Viera High and the community partners, Viera High will put on monthly parent nights where various community partners will be invited to speak or offer services to families while on campus.

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.