Brevard Virtual Franchise

2022-23 Schoolwide Improvement Plan

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Brevard Virtual Franchise

1225 CLEARLAKE RD, Cocoa, FL 32922

http://www.brevardschools.org

Demographics

Principal: Heather Price L

Start Date for this Principal: 9/13/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	6%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (60%) 2018-19: B (61%) 2017-18: A (70%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Brevard Virtual Franchise

1225 CLEARLAKE RD, Cocoa, FL 32922

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	No	6%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		I	B

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To inspire and empower students for success through an engaging virtual learning experience (revised SY 2017-2018).

Provide the school's vision statement.

A community of life-long, independent learners prepared to lead in an evolving global environment (revised SY 2017-2018).

School Leadership Team

Membership
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
Price, Heather	Principal	Monitor instructional program, school culture and adjust as data and feedback warrants. Coordinate professional development and resources to meet needs of school.
Kirk, Clarissa	Assistant Principal	Monitor instructional program, school culture and adjust as data and feedback warrants. Coordinate professional development and resources to meet needs of school.
Kirk, Lori	Teacher, K-12	Team leader, provide instructional coaching, facilitate training and monitor data.
Bussendorf, Kathy	Teacher, K-12	Team leader, provide instructional coaching, facilitate training and monitor data.
Fleming, Robin	Teacher, K-12	Team leader, provide instructional coaching, facilitate training and monitor data.
Sorrentino, Julie	Teacher, K-12	Team leader, provide instructional coaching, facilitate training and monitor data.
Faro, Sara	Teacher, ESE	Team leader, provide instructional coaching, facilitate training and monitor data.
Brach, Kristin	Teacher, K-12	Team leader, provide instructional coaching, facilitate training and monitor data.
Quam, Russell	Teacher, K-12	Monitor instructional program, school culture and adjust as data and feedback warrants. Coordinate professional development and resources to meet needs of school.

Demographic Information

Principal start date
Tuesday 9/13/2022, Heather Price 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.*
13

Total number of teacher positions allocated to the school
49

Total number of students enrolled at the school

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
5

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	4	7	6	6	11	13	17	19	28	38	46	37	47	279
Attendance below 90 percent	0	0	0	0	1	1	0	6	7	5	3	6	1	30
One or more suspensions	0	0	0	0	0	1	0	0	1	1	0	3	1	7
Course failure in ELA	0	0	0	0	0	0	0	1	1	1	1	1	0	5
Course failure in Math	0	0	0	0	0	0	0	0	0	2	1	3	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	3	0	2	2	6	3	3	2	21
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	3	4	8	2	1	10	14	9	5	56
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	7	6	16	10	11	6	56

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	1	0	2	4	2	2	4	3	18

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	1	0	0	1	0	1	3
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	1	0	0	2

Date this data was collected or last updated

Monday 9/26/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	0	2	4	6	6	10	9	14	11	7	70

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	0	0	0	0	1	2	0	2	5	5	1	18
Students retained two or more times	0	0	0	0	0	0	0	2	1	0	3	4	1	11

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	0	2	4	6	6	10	9	14	11	7	70

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	0	0	0	0	1	2	0	2	5	5	1	18
Students retained two or more times	0	0	0	0	0	0	0	2	1	0	3	4	1	11

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	68%	63%	55%				71%	65%	61%
ELA Learning Gains	64%						65%	58%	59%
ELA Lowest 25th Percentile	56%						53%	54%	54%
Math Achievement	44%	40%	42%				57%	67%	62%
Math Learning Gains	50%						44%	62%	59%
Math Lowest 25th Percentile	49%						25%	59%	52%
Science Achievement	63%	64%	54%				67%	62%	56%
Social Studies Achievement	77%	61%	59%				71%	80%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	64%	-64%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	0%	61%	-61%	58%	-58%
Cohort Comparison		0%				
05	2022					
	2019	0%	60%	-60%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	67%	60%	7%	54%	13%
Cohort Comparison		0%				
07	2022					
	2019	69%	58%	11%	52%	17%
Cohort Comparison		-67%				
08	2022					
	2019	82%	63%	19%	56%	26%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	61%	-61%	62%	-62%
Cohort Comparison		0%				
04	2022					
	2019	0%	64%	-64%	64%	-64%
Cohort Comparison		0%				
05	2022					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	0%	60%	-60%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019	67%	67%	0%	55%	12%
Cohort Comparison		0%				
07	2022					
	2019	73%	62%	11%	54%	19%
Cohort Comparison		-67%				
08	2022					
	2019	36%	43%	-7%	46%	-10%
Cohort Comparison		-73%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	0%	56%	-56%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	57%	53%	4%	48%	9%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	90%	66%	24%	67%	23%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	74%	74%	0%	71%	3%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	73%	71%	2%	70%	3%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	61%	-6%	61%	-6%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	60%	-10%	57%	-7%

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	36	71	60	20	42		42				
ELL				10							
BLK	55	67		32	64		50				
HSP	54	39		27	48	40	41	70			
MUL	69	62		52	44						
WHT	73	71	80	50	46	30	71	82	48	92	55
FRL	59	57	40	27	59	62	50	64		86	33
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	44	47		48	47						
ELL	40										
BLK	50	50		39							
HSP	58	54	40	41	29		60	84			
MUL	78	73		62	57		53				
WHT	69	53	48	56	40	45	63	82	46	100	58
FRL	56	48	29	43	40	47	58	74	31		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	83	58		69	36						
WHT	66	69	62	51	49		56	72	64	84	75

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)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	643
Total Components for the Federal Index	11
Percent Tested	86%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
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	10
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	54
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	46
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	57
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	63
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	54
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?

Math performance and participation in testing continue to be a struggle for our school. Families were very hesitant to participate in any in person activities last year. Our overall participation rate in state testing was 86%, which is an improvement from the year before of 70%, but still below the state minimum of 95%.

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

Math performance lags behind ELA performance, for all students. Although learning gains improved in math, they continue to show that the majority of students did not make a learning gain.

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

Learning math online is very challenging. Lack of participation in testing (due to covid) was a contributing factor. Extra supports are needed. We implemented a tutoring program for math and plan to continue that program this year, with ESSER funding. Middle school acceleration also continues to decline from 46% to 45%

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

Learning gains saw the most improvement, overall. 8% more students showed a learning gain in ELA, with an increase of 8% in our lowest 25% as well. Overall math learning gains also showed an improvement of 9% for all students and 6% for students in the lowest 25%.

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

The tutoring we implemented and the additional live virtual lessons are the two factors we contribute to this improvement.

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

Intervention groups at all grade levels in ELA and math, including additional instruction for students who have demonstrated the need for additional supports.

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 will be utilizing strategies from the Teach Like a Champion publication for Online teaching. Monthly professional development will be provided, as well as observations of teacher lessons (both BVS teachers and Teach Like a Champion teachers) implementing these strategies.

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

Success coaching will continue for students and will be incorporated in our staffing plan.

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

:

#1. Positive Culture and Environment specifically relating to Student Sense of Belonging	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	In the 2022 Youth Truth Survey of students in grades 3-12, it was evident that students lacked a sense of belonging in their school. In response to questions related to Belonging, students responded positively as follows: 53% (previously 58%) of students in grades 3-6; 27% (previously 18%) of students in grades 7-8 and 14% (previously 13%) of students in grades 9-12.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The 2023 Youth Truth data will reflect increases in students reported sense of belonging as follows: Grades 3-6 increase to at least 65%; Grades 7-8 increase to at least 50% and Grades 9-12 increase to at least 50%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Participation rate in Live Virtual Classes and homeroom will be monitored as these are the key method for providing students time to build relationships with others. Participation in clubs & activities will increase as we also increase the in person activities we provide to students.
Person responsible for monitoring outcome:	Clarissa Kirk (kirk.clarissa@brevardschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	PBIS - Positive Behavior Intervention System
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The PBIS team monitors school-wide data and provides all staff, students and families with a clear understanding of desired behaviors. The goals of being Respectful, Responsible and Engaged apply to the classroom and beyond. The PBIS structure will allow us to monitor the status toward our goal, encourage student behavior and help our school reach this goal. Our PBIS rewards app has been modified to allow for tracking of this 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.

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

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

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

Person Responsible   Clarissa Kirk (kirk.clarissa@brevardschools.org)

Reinstate/Expand in-person activities which were canceled in 20-21 through late 21-22, due to COVID. In-person activities will be scheduled to provide students with opportunities to work with other students and learn together.

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

Teachers in grades K-5 will increase the Live Virtual Classes sessions held from once to twice weekly. Each teacher in grades 7-12 will offer at least one Live Virtual Class opportunity per month for students to participate in a content-based activity, which will also include working directly with their peers.

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

Increase activities for Seniors (class of 2023) to provide more opportunities for engagement, celebration, information sharing and collaboration. Including monthly class meetings or gatherings.

Person Responsible   Clarissa Kirk (kirk.clarissa@brevardschools.org)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The online program is primarily asynchronous, which means students are engaging independently with the curriculum. In 21-22, Students in grades K-6 participated in a Live Virtual Class (LVC) on a weekly basis with their peers. LVC in grades 7-12 was primarily focused on interventions last year for disengaged students. By increasing our content-based instruction and opportunities for peer collaboration, we anticipate a higher level of interest and participation. Increased participation will result in higher achievement across all measures. The 2022 Youth Truth data shows that students in grades 7-12 work with their peers at a rate below the district average. Grades 7-8: 33% work with peers because the teacher asks/tells them to (increased from 32%) Grades 9-12: 10% work with peers because the teacher asks/tells them to (no change from previous year) In all grade levels, this metric decreased from the 2020 survey.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	On the 2023 Youth Truth survey, students in grades 9-12 will respond significantly higher to questions related to working with their peers. We will focus on the question related to working with peers with the teacher asks/tells the student to. Our goal is as follows: Grades 7-8: Increase from 33% to 50% the students who report working with peers because the teacher asks/tells them to. Grades 9-12: Increase from 10% to 35% the students who report working with peers because the teacher asks/tells them to. Both measurements will take BVS to just above the district average for this metric.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	PBIS app has been modified to allow for teachers to issued BVS Bucks specifically for engagement in LVC, this data can then be monitored by the PBIS team for growth over time.
Person responsible for monitoring outcome:	Heather Price (price.heather@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	PBIS - Positive Behavior Intervention System
Rationale for Evidence-based	The PBIS team monitors school-wide data and provides all staff, students and families with a clear understanding of desired behaviors. The goals of being Respectful, Responsible and Engaged apply to the classroom and beyond. The PBIS structure will

Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	allow us to monitor the status toward our goal, encourage student behavior and help our school reach this goal.

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.

All teachers in grades K-5 will offer two and 6-12 will provide at least one opportunity per month for students to participate in Live Virtual Class with their peers.

Person Responsible	Clarissa Kirk (kirk.clarissa@brevardschools.org)

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

Person Responsible	Kathy Bussendorf (bussendorf.kathy@brevardschools.org)

All teachers will participate in training focused on Teach Like a Champion strategies, specifically for the Online Classroom. (Teaching in the Online Classroom: Surviving and Thriving in the New Normal).

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

All teachers will implement strategies in their LVC from training to increase student engagement in lessons.

Person Responsible	Clarissa Kirk (kirk.clarissa@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.

We prioritize positive school culture at BVS because the virtual environment poses unique challenges for building relationships and a sense of belonging. In the past, we had significantly redesigned our program to include a homeroom for all students, so they could connect in a meaningful way with staff and fellow

students. We have implemented the PBIS program to recognize positive behaviors and to address concerning behavior. On the faculty/staff side we have utilized PBIS strategies to recognize each other and have held social/wellness activities outside the work day to encourage connections. For over a year and a half, due to COVID, we had to postpone all in-person activities for students and staff, except mandatory testing. We introduced in person activities back at the end of the school year, with great success. This lack of opportunities to engage in person significantly and negatively impacted our sense of community. In addition, our student body increased by almost ten-fold in 20-21 and was still over 600% higher at the beginning of 21-22 than prior to COVID, which posed additional challenges as we increased our faculty rapidly, responded to the exponentially increased need for virtual instruction, all the while trying to continue to build a sense of community. As impacts of the virus decreased, our student return to the traditional school. We began last school year with over 900 students and ended with less than half of that number. This significant change in our population also impacted our community. This year, we began the year with approximately 300 students in our full-time program and another 100 in our full-time home education program.

Our data from the 2022 school year reflects positively on our efforts and also shows areas for continued improvement. In our Youth Truth survey, among our high school students we are in the 88th percentile for school culture (an increase from the 84th percentile), in middle school we are in the 96th percentile for school culture (an increase from the 85th percentile) and in elementary we are in the 94th percentile for school culture (no change from the previous year). We are very proud of the increases in the last year, as all three areas had shown a decrease from 2020 to 2021. The area we still need to focus on is the students' sense of belonging. These metrics were low in the 2020 YT Survey year and they fell further in 2021. In 2022, Grades 9-12 we are in the 2nd percentile (an increase from the 1st percentile), in grades 7-8 we are in the 4th percentile (an increase from the 0th percentile) and in grades 3-6 we are in the 22nd percentile (increase from 18th percentile).

Feedback from our School Advisory Council and Student Ambassadors identified the need for more opportunities for peer engagement and extra-curricular activities. As a result, we have recruited sponsors for and launched seven new clubs in the 20-21 school year. We are continuing to work on recruiting students to participate in these activities. Participation in these clubs greatly increased our student's sense of belonging and positive school culture. Additionally, many of the clubs will also positively impact the overall school culture, such as BVTC, yearbook and Student Council.

This year we are significantly increasing our in person activities for students and staff. We will be attempting to provide students in grades K-5 at least one in person activity each month, we will host a school-wide gathering each semester, monthly staff wellness activities, parent support workshops and more. These are in addition to online opportunities for students to work together and develop positive relationships.

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

School Administration - overall supervision of opportunities and structures critical to school culture.

BVTV Sponsor and Participants - primary communication tool for promoting school events and opportunities.

Student Ambassadors - club specifically charged with providing input and feedback on school culture and environment.

Student National Honor Societies - clubs organize at least one school-wide activity each semester.

School Advisory Council - provide input on school culture and support activities through SAC funds.