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# Viera High School

6103 STADIUM PKWY, Viera, FL 32940

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

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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.

## I. School Information

### School Mission and Vision

**Provide the school's mission statement.**

Viera High School will continue to improve academic success by fostering positive relationships campus-wide and promoting an inclusive, reflective learning environment with high levels of rigor and meaningful feedback.

**Provide the school's vision statement.**

Viera High School Staff and Faculty 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, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
LeGate , Heather	Principal	Prepare and manage the school's budget; read, interpret, and enforce State Board Rules and School Board policy; Enforce collective bargaining agreements; Effective public relations skills; Analyze data; Effective interview techniques, coaching procedures and Evaluation procedures; Effectively use public speaking skills; Effectively use problem solving skills; knowledge of current educational trends and research; knowledge of Human Growth and Development; Knowledge of group dynamics; Written and oral communication skills; Skills in personnel management, interaction, and supervision techniques.
Rusch, John	Assistant Principal	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.
Melendez, Lucian	Assistant Principal	Extensive knowledge of facility operations, performs other duties as assigned commensurate with the skills and abilities of the position. Provides outstanding customer service and uses positive interpersonal communications skills. Makes all decisions and performs all tasks in accordance with Brevard Public Schools' strategic plan, vision, and mission. Ensures compliance with Board Policies, procedures, and applicable federal and state laws and regulations.
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.
Higginbotham, Chris	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.

Name	Position Title	Job Duties and Responsibilities
Lang, Kierra	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.
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.

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Viera High School leadership team as well as department heads, teachers and school staff are a part of the SIP development. Additionally, information from student Youth Truth, teacher/staff and parent surveys is collected and analyzed to inform the school improvement planning process. Some examples of stakeholder input informing the School Improvement Planning process includes input from our SAC committee at our monthly meetings as well as our PTO. Viera High School is fortunate to have amazing community partners that are dedicated to the success of our students. They offer input for our SIP through their participation in our SAC meetings; they also actively reach out to offer support regularly to our school.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation through deep data dives following the close of each progress monitoring test window. Our SIP team will meet post ELA PM and math PM windows to analyze data and to review the impact on increasing achievement of students in meeting the FLDOE academic standards. Following the winter test window, teacher and student data will be reviewed to ensure achievement gains across all core subjects. Classroom walkthroughs and feedback sessions will occur with admin and teachers to appropriately monitor achievement levels and



implementation strategies learned at PD. Finally, VHS will revise the SIP action steps as necessary while also incorporating professional development opportunities to ensure our teachers and students are demonstrating continuous improvement across all core subjects with a clear focus on college and career acceleration and graduation rate.

**Demographic Data**  
Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School PK, 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	32%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	15%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**  
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	63	43	50	69	52	51	71		
ELA Learning Gains				61			56		
ELA Lowest 25th Percentile				48			39		
Math Achievement*	66	34	38	63	40	38	58		
Math Learning Gains				58			36		
Math Lowest 25th Percentile				50			34		
Science Achievement*	82	59	64	78	37	40	76		
Social Studies Achievement*	80	63	66	81	44	48	78		
Middle School Acceleration					43	44			
Graduation Rate	97	87	89	98	63	61	96		
College and Career Acceleration	78	72	65	76	66	67	76		
ELP Progress	50	57	45	63			50		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	516
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	97

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	68

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	745
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	98

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	52			
ELL	63			
AMI				
ASN	84			
BLK	55			
HSP	69			
MUL	79			
PAC				
WHT	80			
FRL	60			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL	47			
AMI				
ASN	78			
BLK	57			
HSP	63			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	66			
PAC				
WHT	71			
FRL	57			

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	63			66			82	80		97	78	50
SWD	32			40			62	51		33	6	
ELL	43			71			58	56		70	7	50
AMI												
ASN	71			80			87	90		82	6	
BLK	37			36			54	62		46	6	
HSP	57			60			82	66		74	7	47
MUL	67			76			84	83		70	6	
PAC												
WHT	65			69			84	83		81	6	
FRL	46			50			68	67		69	7	25

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	69	61	48	63	58	50	78	81		98	76	63
SWD	25	37	33	33	49	55	46	47		91	41	
ELL	32	40	33	50	72		46	42				63
AMI												
ASN	76	71		80	64		83	87		100	60	

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	51	55	42	45	59	54	58	57		92	57	
HSP	61	49	45	49	55	40	72	72		99	73	75
MUL	75	64	55	59	43	20	88	87		98	70	
PAC												
WHT	71	62	47	67	61	58	80	84		98	79	
FRL	50	52	38	50	56	55	69	59		94	56	45

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	71	56	39	58	36	34	76	78		96	76	50
SWD	27	32	30	27	30	27	43	25		93	44	
ELL	52	65	71	68	65		58	70				50
AMI												
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	
PAC												
WHT	72	56	40	61	35	38	79	79		96	76	
FRL	46	44	35	32	33	40	58	55		91	65	

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	69%	54%	15%	50%	19%
09	2023 - Spring	74%	56%	18%	48%	26%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	51%	6%	50%	7%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	50%	23%	48%	25%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	81%	61%	20%	63%	18%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	79%	62%	17%	63%	16%

### III. Planning for Improvement

**Data Analysis/Reflection**  
 Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Algebra 1 EOC has the lowest performance 53%. It remained constant over a two year period. However, there was a 4% drop over the past three years 57% to 53%. Students in Algebra 1 have a history of low math scores in middle and elementary school. Students with disabilities make up 21% of the class.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

US History showed the greatest decline from the prior year 81% to 79% Teacher vacancies and a lack of consistent monitoring of planning and teaching practices contributed to the decline.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Overall, Viera High School's student achievement is above the state average in all subjects. Although, we remain above the state average in all subject areas, achievement in history has decreased by 2 points and achievement in ELA 9 and ELA 10 has shown little growth over the past three years. A lack of

consistent processes for planning, teaching, and monitoring student learning contributed to the a decrease in history and little growth in ELA.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Math Algebra and Geometry both had a 5 % increase from the previous year.

Algebra 53% to 58%

Geometry 68% to 73%

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

NA

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

1. Mathematics , ELA, History Achievement
2. Consistent processes for PLC, lesson and unit planning, in all core content areas.
3. Student Culture

### **Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

## #1. Instructional Practice specifically relating to Collaborative Planning

### Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The results of the Insight Survey show that only 78% of teachers feel that the collaborative time with peers is productive, 69% of teachers feel that the faculty has a common vision of what effective teaching looks like and 63% of teachers feel they are supported with enough time for instructional planning and have a weekly collaboration with their CMA.

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.

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 EOC/FAST course teachers' subs so that they can do a data review and collaborate after common quarterly assessments .

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. This should be a data based, objective outcome.

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 63% to 75%. Teachers response to "sharing a common vision of what effective teaching looks like" should go up to at least 80%.

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 74% achievement to 80% in ELA, to see Algebra achievement go from 58% to 65% and to see Geometry achievement go from 73% to 80%. The goal is also to see an increase from 79% achievement to 85% in History and see an increase from 81% achievement to 87% in Biology.

### 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:

Heather LeGate (legate.heather@brevardschools.org)



**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 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 Intervention:**

Explain the rationale for selecting this specific 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.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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 in teaching literacy across the curriculum as well as their strengths that they have to share with others.

**Person Responsible:** Heather LeGate (legate.heather@brevardschools.org)

**By When:** Fall of SY 24

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:** Heather LeGate (legate.heather@brevardschools.org)

**By When:** On going for SY 24

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:** Heather LeGate (legate.heather@brevardschools.org)

**By When:** On going SY 24

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

**Person Responsible:** Heather LeGate (legate.heather@brevardschools.org)

**By When:** Once a Quarter SY 24

## #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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

While our students achievement increase in ELA, Math, and Biology, our ESE and Black/African American subgroup still shows a substantial learning gap when compared to our overall population. These two subgroups make-up the 52% of students below a level 3 on the 10th grade ELA, 43% of students below a level 3 on the 9th grade ELA, 61% of students below a level 3 in Algebra, and 61% of students below a level 3 in Geometry.

### 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 2024 school year, we will have closed the learning gap for our subgroups when compared to our overall population by decreasing the number of ESE and Black/African American scoring below a level 3 in all tested subjects. We will see an decrease in the number of ESE and Black/African American students with scores below a level 3. The 10th grade ELA will decrease to 42%, 9th grade ELA will decrease to 33%, Algebra and Geometry will both decrease to 51%. This will be a 10% decrease in all tested areas for these two subgroups.

### 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. We will use Virtual Tutor in Edgenuity for math. In test 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:

John Rusch (rusch.john@brevardschools.org)

### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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, ELA, Biology, and History and add the PD related to collaborative planning to further support the support facilitation already in place.

### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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 tested content areas 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. History and Biology will use district created common assessments.

**Person Responsible:** John Rusch (rusch.john@brevardschools.org)

**By When:** SY 24

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:** John Rusch (rusch.john@brevardschools.org)

**By When:** Quarterly SY 24

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.

History and Biology teachers will develop support opportunities with the classroom setting as well as boot camps.

**Person Responsible:** John Rusch (rusch.john@brevardschools.org)

**By When:** SY 24

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

**Person Responsible:** John Rusch (rusch.john@brevardschools.org)

**By When:** SY 24