

# Brevard Public Schools School Improvement Plan 2018-2019

**Superintendent:**

Dr. Mark Mullins

**Asst. Supt. Division of Equity, Innovation & Choice:**

Stephanie Archer

**Name of Charter School:**

Viera Charter School

**Principal:**

Dr. Julie A. Cady

<b>School Grade History</b>	<b>2017-18: A</b>	<b>2016-17: A</b>	<b>2015-16: A</b>
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<b>Connections to District Strategic Plan</b>
<p>Obj.L1. Protect instructional time</p> <p>Obj.L2 Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps</p> <p>Obj.L4: Provide equitable support for every student’s social-emotional development</p> <p>Obj.L6. Build principal capacity to develop and spread highly effective instructional practices</p> <p>Obj.R3 Increase system-wide proactive communications</p>

**Mission Statement:**

Our mission is to provide students with a challenging program which emphasizes scientific inquiry, critical thinking, understanding of mathematical concepts and effective communication using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

**Vision Statement:**

The Vision of Viera Charter School is to provide opportunities for interdisciplinary learning with a challenging and rigorous curriculum that promotes effective communication and critical thinking enabling students to be well prepared for high school and in preparation for leadership in the global community.

**Stakeholder Involvement in School Improvement Planning:**

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

Our stakeholders play an intricate role in the development of our School Improvement Plan. Surveys and feedback provide the Administration and Board with information that allows us to guide us for the upcoming school year. The leadership team also met on August 13, 2018 to review teacher comments and adjust. Once approved by the leadership team, it was brought to the SAC meeting which includes the following members: teachers, students, faculty, parents, community partners, and business partners. During this meeting on September 18, 2018, the team approved and gave one month’s time to provide feedback. During our Board meeting on September 26, our board was presented with the SIP information and did make comment on it. On the following dates, September 5, 2018, and October 24, 2018, the SIP was shared with the faculty for review. Teachers were given one week’s time to review and comment to make necessary changes.

**Brevard Public Schools  
School Improvement Plan  
2018-2019**

**Part 1: Planning for Student Achievement**

**RATIONALE – Continuous Improvement Cycle Process**

**Please use Data Analysis from multiple data sources.**

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth?

Successful professional practices include: professional learning communities, shared data, meetings with instructional coaches, student data reviews to re-evaluate instructional practices, lesson plan reviews to ensure that instructional practices align with the standards and frequent walkthroughs. Evidence of improvements include but not limited to differentiation of instruction through i-Ready, Wordly Wise, Brevard County adopted curriculum, WICOR logs completed by students and reviewed by teachers, and student data chats. Gifted students participate in accelerated curriculum to include high school level courses.

One concern is that we see our ESOL and ESE population growing at a rapid pace. According to teacher individual professional development plans and surveys, teachers are participating in professional practices such as: monthly trainings with instructional coaches and Brevard County ESOL and ESE trainings, to attain strategies and tools for implementation for students in these programs. Teachers meet regularly with the instructional coaches to discuss instructional practices and implementation of student supports such as MTSS.

What are the areas of successful student achievement and what data shows evidence of improvements?

What are the concerns with student achievement? Provide data to support concerns.

VCS is fourth in the district, which surpasses district averages by seventeen percentage points, and surpasses state averages by nineteen percentage points; we did, however, see a decrease in Civics EOC scores.

The percentage of students in 4th grade who scored proficient on 2017-2018 FSA-ELA increased by two percentage points. Viera Charter School's (VCS) 4<sup>th</sup> graders surpassed district averages by eighteen percentage points, and surpassed state averages by twenty percentage points.

The percentage of students in 6th grade who scored proficient on 2017-2018 FSA-ELA increased by two percentage points. Viera Charter School's (VCS) 6<sup>th</sup> graders surpassed district averages by twenty-two percentage points, and surpassed state averages by thirty-four percentage points.

The percentage of students in 7th grade who scored proficient on 2017-2018 FSA-ELA increased by five percentage points. Viera Charter School's (VCS) 7<sup>th</sup> graders had the third highest scores in the district, surpassed district averages by twenty-three percentage points, and surpassed state averages by thirty percentage points.

The percentage of students in 8th grade who scored proficient on 2017-2018 FSA-ELA increased by sixteen percentage points. Viera Charter School's (VCS) 8<sup>th</sup> graders had the third highest scores in the district, surpassed district averages by twenty-nine percentage points, and surpassed state averages by thirty-six percentage points.

The percentage of students in 6th grade who scored proficient on 2017-2018 FSA-MATH increased by four percentage points. Viera Charter School's (VCS) sixth graders surpassed district averages by thirteen percentage points, and surpassed state averages by thirty percentage points.

One hundred percent of VCS students passed the 2017-2018 Biology EOC and Geometry EOC, and 95% of VCS students passed the 2017-2018 Algebra EOC.

The percentage of students in 8th grade who scored proficient on 2017-2018 SSA (State Science Assessment) increased by twenty-three percentage points. Viera Charter School's (VCS) 8<sup>th</sup> graders had the third highest scores in the district, and surpassed district averages by twenty-three percentage points, surpassed state averages by twenty-eight.

The Spring FSA, SSA, and EOC data reveals that Viera Charter School (VCS) is a high performing school. VCS performed above average compared to our district and state counterparts. Data revealed that our students needed additional strategies put in place in order to achieve higher scores. Additionally, VCS saw a drop in third grade ELA by eight percentage points, fifth grade ELA by one percentage points, fourth grade math by five percentage points, fifth grade math by fourteen percentage points, seventh grade math by thirteen percentage points, and eighth grade math by ten percentage points.

Viera Charter School will work on raising 3rd and 5th grade ELA scores. Third grade ELA is to be raised by 10% and fifth grade by 4%. Increase in scores for ELA will be done by implementing I-Ready instruction and student practice, tutoring before and after school, small group intervention with classroom teachers and MTSS in the classroom. VCS will also work on 4th, 5th, 7th and 8th grade MAFS scores. Fourth grade MAFS is to be raised by 6%, fifth grade by 15%, 7th grade by 14% and 8th grade by 6%. We will do this by implementing I-Ready curriculum, tutoring before and after school, small group intervention with classroom teachers, additional intensive math classes for middle school students, and MTSS in the classroom.

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps.

The Spring FSA, SSA, and EOC data, in addition to our school student achievement concerns, reveal that VCS will work on building professional practices and development for our ESOL and ESE population as well as raising student LAFS and MAFS scores in various grade levels. Barriers for VCS include: organization and difficulty comprehending and articulating ideas of increasing complexity levels. VCS will implement I-Ready curriculum, intervention, differentiated instruction, the use of planners to keep track of work and assignments, the use of WICOR logs to record learning objectives, and the use of Depth of Knowledge (DOK) question stems.

Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)

For the 2018-2019 school year, VCS will implement research-based standards which align with the I-Ready Reading and Mathematics curriculum. This curriculum is consistent with best practices, to include 45 minutes of weekly online instruction in order to identify and amend gaps in student learning. I-Ready lessons are aligned with the LAFS and MAFS standards. This program includes a baseline, mid- year and end of year assessment. Students also take quarterly growth monitoring checks and standards mastery assessments on i-Ready in addition to the standards-based assessments through Journeys curriculum. Additionally, teachers will utilize i-Ready data and state data to identify skill gaps for our K-8 students and will implement instructional practices to provide intervention to close those gaps including but not limited to student work samples and portfolios. Content area teachers will participate in professional development to plan,

desegregate data, and to provide a focused scope and sequence and assessments. Specifically, teachers will provide a focus on lessons that include integration of knowledge and ideas, technology, engineering, arts and mathematics in the science classroom. Bi-weekly science labs in middle school will also provide real world, systematic application to content learned.

**School-Based Goal:** What can be done to improve instructional effectiveness?

VCS will work on building professional practices and development for our ESOL and ESE population as well as raising student LAFS and MAFS scores in various grade levels. VCS will do this by holding professional learning communities, student and teacher data chats, professional development in ESOL and ESE, implementation of lesson plan reviews and the use of rigorous content specific materials. Specifically, VCS will implement the rigorous AVID program (Advancement Via Individual Determination) to help teachers close the achievement gap. Implementation of AVID strategies to include: WICOR, Philosophical chairs, Socratic seminars, organizational binders, college readiness, guest speakers, and focused in note-taking strategies.

**Strategies:** Small number of action-oriented staff performance objectives.

<b>Barrier</b>	<b>Action Steps to Overcome Barrier</b>	<b>Person Responsible</b>	<b>Timetable</b>	<b>In-Process Measure</b>
<b>Classroom performance is impacted by lack of organizational skills.</b>	<ol style="list-style-type: none"> <li>1. Teachers will teach students how to use planners to keep track of work and assignments.</li> <li>2. Teachers will record learning objectives.</li> </ol>	<b>All classroom teachers.</b>	<b>Implement at the beginning of the year and continue</b>	<b>Student Planners Student Binders</b>
<b>Complex text presents students with difficulty in comprehension and articulation of ideas.</b>	<ol style="list-style-type: none"> <li>1. Teachers will be trained in WICOR strategies</li> <li>2. Writing, Inquiry, Collaboration, and Reading will be emphasized school wide.</li> </ol>	<b>All classroom teachers and administrators</b>	<b>Summer of 2018</b>  <b>Implement at the beginning of the year and continue</b>	<b>Completion of AVID Summer Institute</b>  <b>Lesson Plans and Classroom Walkthroughs</b>

**EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.***

**Qualitative and Quantitative Professional Practice Outcomes:** Measures the level of implementation of professional practices throughout your school.

Through the use of Individual Professional Development Plan (IPDP), as well as the teacher evaluation process, individual teachers will set goals for personal growth and development. It is our expectation that at least 95% of the teachers meet the goals set on their IPDP. This will be measured by a reflection of the IPDP and demonstrated by the increased proficiency level documented on walkthroughs and teacher evaluations.

Viera Charter School will use diagnostic and standards-mastery assessments in addition to common

assessments and programmatic assessments to track progress towards benchmark proficiency. The data from these assessments will be used to measure the effectiveness of these strategies. Monthly data chats and PLC sessions will be held to analyze curriculum strengths/weaknesses and to guide decision making regarding program use and instructional practices. Data chats to track individual student progress and monitor proficiency levels will be utilized to identify students who need targeted interventions. Teachers will intervene using i-Ready Reading and Mathematics.

### **Qualitative and Quantitative Student Achievement Outcomes:**

- 1.** FSA Math results for the 2017-2018 school year indicated that 70% of VCS fifth grade students scored proficient or above. The 2017-2018 performance reflected a decrease of 14 percentage points over the 2016-2017 school year. Given standards-based instruction (as previously outlined), students will increase by 15% on the Florida State Assessment (FSA-Mathematics) for the 2018-2019 administration.
- 2.** FSA Math results for the 2017-2018 school year indicated that 74% of VCS eighth grade students scored proficient or above. The 2017-2018 performance reflected a decrease of 10 percentage points over the 2016-2017 school year. Given standards-based instruction (as previously outlined), students will increase by 6% on the Florida State Assessment (FSA-Mathematics) for the 2018-2019 administration.
- 3.** SSA 5<sup>th</sup> grade Science results for the 2017-2018 school year indicated that 75% of VCS students scored proficient or above. The 2017-2018 performance reflected a decrease of 4 percentage points over the 2016-2017 school year. Given standards-based instruction (as previously outlined), students will increase by 5% on the Florida Science State Assessment for the 2018-2019 administration.
- 4.** FSA ELA results for the 2017-2018 school year indicated that 76% of VCS fourth grade students scored proficient or above. The 2017-2018 performance reflected an increase of 2 percentage points over the 2016-2017 school year. Given standards-based instruction (as previously outlined), students will increase by 2% on the Florida State Assessment (FSA-ELA) for the 2018-2019 administration.

## Part 2: Support Systems for Student Achievement

### (Federal, State, and District Mandates)

**For the following areas, please write a brief narrative that includes the data from the year 2017-18 and a description of changes you intend to incorporate to improve the data for the year 2018-19.**

**MTSS & EARLY WARNING SYSTEMS    Please complete 1 – 4.**

1. Describe your school’s data based problem-solving process and school-based structures in place to address MTSS implementation.

The Multi-Tier System of Support MTSS team uses the problem-solving process to set goals and monitor academic and behavioral goals at least three times per year by:

1. Holding monthly team meetings where problem solving is the sole focus.
2. Using the FCIM as the basis for goal setting, planning, and program evaluation in order to increase student achievement and/or behavioral success.
3. Analysis of Tier 1 (core instruction). Implement the Florida Continuous Improvement Model (FCIM) to increase student achievement in Tiers 1-3.
4. Analysis of small group and individual student achievement of standards serves as evidence that our strategies are working (Tiers 1 & 2).
5. If the students are not making progress towards mastering goals as demonstrated by i-Ready and Benchmark assessments, the MTSS and LLT teams will meet with teachers to help problem solve.
6. Gather and analyze data to determine professional development for faculty as well as resources and materials to assist in increasing student achievement and follow through during PLC time.

The multi-tiered system of support (MTSS) team will be made up of the Leadership Team (instructional coaches, ESE teachers, and teacher leaders) which will ensure that all strategies assist in increasing student achievement are implemented with fidelity; and Problem-Solving teams (teachers)

Data will be collected monthly and will include i-Ready diagnostic assessments, program and teacher-made assessments. Data will be analyzed by members of the MTSS during data chats. Regular lesson plan reviews as well as walkthroughs and teacher evaluations in order to ensure that strategies and interventions developed by the MTSS meetings are done so with fidelity.

2. List below who monitors the Early Warning System and how often.

Administration monitors the EWS data monthly.

3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2017-18 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school’s planning and problem solving for 2018-19:

<b>Fill in BLANKS with data from 2017-18 School Year - Number of Students</b>								
Grade Level	K	1	2	3	4	5	6	Total
Attendance <90	39	16	28	18	31	32	41	214
1 or more ISS or OSS	3	0	0	1	1	4	3	12
Level 1 in ELA or Math				3	10	17	7	37
Substantial Reading Deficiency	5	3	4					12
2 or more indicators	2	2	0	4	7	8	4	27

**Fill in BLANKS with data from 2017-18 School Year - Number of Students**

Grade Level	7	8	9	10	11	12	Total
Attendance <90	42	47					89
1 or more ISS or OSS	5	4					10
Level 1 in ELA OR Math	3	4					7
Course Failure in ELA OR Math	0	0					0
Students exhibiting 2 or more indicators	5	3					8

4. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System (i.e., those exhibiting two or more early warning indicators).

Attendance and tardy data are monitored daily. We intervene by posting daily attendance in Power Schools so parents can see attendance patterns. Additionally, automated parent contact is made when students are absent. Personal contact is made with parents when students are tardy frequently or miss multiple days of school. Finally, attendance issues result in after-school detention when students have frequent attendance events. ISS and OSS are issued infrequently, but events are monitored by the facility's Assistant Principal. Parents are called whenever students receive a referral. Saturday school is assigned for chronic behavior issues.

**PARENT AND FAMILY ENGAGEMENT: (Parent Survey Data must be referenced) Title I Schools may use the Parent and Family Engagement Plan to meet the requirements of this section.**

Consider the level of family and community involvement at your school and 2017 parent survey data collected. Respond to the following questions. What are strengths and how will they be sustained? What are areas of weaknesses and how will they be addressed?

VCS has had a strong parent involvement. We believe that this is one of the reasons our students perform well academically. Past parent surveys indicate parent satisfaction with the professional learning community. Parent Surveys indicate a desire to have better communication between home and school. Because we live in a mobile society, this school year we are implementing a school App where parents will be able to access all the information they need about VCS through their mobile device(s). The app works seamlessly with other systems include the following:

***School Calendar***

***Athletics***

***PTSO --*** Information, fundraisers, events

***K-12 Payment Center --*** Field trips, lunch, and other fees are paid through *K-12 Payment Center*.

***Dining menus --*** Provides student breakfast and lunch menus, as well as nutritional information for the items offered

***PowerSchool --*** Student grades, daily attendance history, email notification regarding attendance and grade reports. Student schedules available in PowerSchool.

***Final Site --*** Direct email notification regarding school events, email communication between home and teachers. Access to teacher assignments, testing information, classroom news, etc.

***Alert Solutions --*** Emergency notification regarding weather concerns and school closure and other important messages. Includes ability to email report cards, progress reports, permission forms, school-wide notification of events, etc.

All of the above tools work seamlessly together to provide our parents with an unprecedented level of information about their child and our school.

While communication between parent and school is critical, parent engagement extends beyond communication to parents. VCS holds Parent Community Nights in order to inform the community about our school. Open Houses are held each fall, inviting parents into the classroom to learn about their child's school experience. Parents are tapped as classroom volunteers, chaperones and speakers for Career Day. Parent Academies are held monthly to inform parents about various topics, including but not limited to, *Bullying and School Safety, Preparing for STEAM Fair, AVID, Reading and Mathematics Strategies, and Orientation to FSA*.

**STUDENT TRANSITION AND READINESS**

**1. PreK-12 TRANSITION** This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another. (Example: 6<sup>th</sup> to 7<sup>th</sup> grade; 8<sup>th</sup> to 9<sup>th</sup> grade)

Because Viera Charter School is a school of choice, we understand the importance of transitioning to our school at any grade level. VCS holds a Spring Parent Community Night to allow potential students and their families to visit our school. Parents learn about curriculum, uniforms, tutoring, clubs, etc. and given general information about our school. Teachers take students and parents on a schoolwide tour, allowing



them to visit classrooms at all grade levels. Families that register after Community Night have an orientation by the registrar, including a tour of the school.

To prepare incoming and outgoing students we collaborate with our feeder schools to facilitate a smooth transition to a new school. Counselors from Viera High School and Rockledge are invited to speak with our eighth graders and we help facilitate high school registration. We work especially close with Viera High School, where most of our Eighth Graders attend high school. VHS invited us to an articulation meeting in order to understand the demands expected of entering Freshmen. This led to collaboration between VCS and VHS Spanish teachers so that our exiting students will be more prepared to enter Spanish 3.

2. **COLLEGE AND CAREER READINESS** This section is required for schools with 9, 10, 11 or 12. This section meets the requirements of Sections 20 U.S.C. § 6314(b).

Describe the strategies the school uses to support college and career awareness, which may include establishing partnerships with business, industry or community organizations.

VCS is implementing AVID this year in grades 6-8 to help our students with their college and career readiness.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g. industrial biotechnology) to support student achievement.

Describe strategies for improving student readiness for the public post-secondary level based on annual analysis of the High School Feedback Report ( <http://data.fldoe.org/readiness/>). As required by section 1008.37(4), FL Statutes.