

Brevard Public Schools

Viera Charter School



2021-22 Schoolwide Improvement Plan

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Viera Charter School

6206 BRESLAY DR, Viera, FL 32940

www.vieracharterschool.com

Demographics

Principal: Julie Cady

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (73%) 2017-18: A (71%) 2016-17: A (73%) 2015-16: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

N/A

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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Viera Charter School 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.

Provide the school's vision statement.

Viera Charter School recognizes that all children are unique; that each learns in a different style and at a different pace. We strive to meet the individual needs of every student through a variety of programs and differentiated instructional techniques designed to prepare the child for success.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Cady, Julie	Principal	<p>The principal is responsible for continuous improvement, efficacy of instruction, monitoring and/or evaluation of personnel, providing feedback to all personnel, budgeting, monitoring and supervision of instructional program. She collaborates with the governing board, community stakeholders and the school leadership team to provide a vision for school success. She also provides guidance and direction to identify goals and responsibilities relative to the school improvement plan. The principal oversees the operation of the entire school</p>
Spadaccini, Lynn	Assistant Principal	<p>The assistant principal attends all SAC meetings in order to collaborate with stakeholders outside of the school. She is responsible for communication to the leadership team and among team leaders and individual teachers. She evaluates staff and provides guidance relative to instruction and school improvement practices. She additionally is responsible for compliance with Student Progression policies, purchase/inventory/distribution of instructional materials, Parent Academies, scheduling, and monitoring student academic progress. The assistant principal serves as the District Coordinator for the school's AVID program. All of these responsibilities contribute to the success of our student achievement goals.</p>
Goizueta, Chenistique	Dean	<p>The dean is an integral part of the teacher/student/parent/guardian support team. She collaborates with teachers and assists them in the area of classroom management, she completes walkthroughs and gives formative feedback to teachers. She is the Cambridge Coordinator at our school and ensures teachers and students have materials for the program, understand how to implement the program and how to use data from the program reports. The dean oversees Title IX and handles the discipline for K-5 students.</p>
Finnell, Robyn	Instructional Coach	<p>The instructional coach is an integral part of the teacher/student/parent/guardian support team. She collaborates with teachers and assists them in the area of reading and language arts: helps teachers analyze data, facilitates data chats, models instructional practices to improve instruction and classroom management, conducts walkthroughs and gives formative feedback to teachers. The instructional coach will take on the school-level training to train teachers in the new BEST standards and how to use the new ELA instructional</p>

Name	Title	Job Duties and Responsibilities
		materials. She will also play an important role in assisting with state testing mandates.
Coryell, Doreen	Assistant Principal	The assistant principal attends all SAC meetings in order to collaborate with stakeholders outside of the school. She is responsible for communication to the leadership team and among team leaders and individual teachers. She evaluates staff and provides guidance relative to instruction and school improvement practices. She additionally is responsible for compliance with facilities, oversees the school's comprehensive middle school sports program, and monitors staff responsible for providing a clean and safe facility. All of these responsibilities contribute to the success of our student achievement goals.
Joseph, Julie	Assistant Principal	The Assistant Principal is an integral part of the teacher/student/parent/guardian support team. She collaborates with teachers and assists them in the area of testing and ESE/MTSS needs: helps teachers analyze data, is present during data chats and child study discussions, completes walkthroughs and gives formative feedback to teachers. She is the Testing Coordinator at our school and ensures teachers and students have access to needed programs, understands how to use the programs and how to use data from program reports. The assistant principal oversees state testing for our school and facilitates.

Demographic Information

Principal start date

Monday 7/1/2013, Julie Cady

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

88

Total number of students enrolled at the school

1,284

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

5

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

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Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	138	163	136	136	131	130	166	163	183	0	0	0	0	1346
Attendance below 90 percent	1	6	4	7	3	5	4	1	8	0	0	0	0	39
One or more suspensions	0	2	0	2	0	1	4	6	5	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	5	8	13	5	0	0	0	0	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	9	13	8	0	0	0	0	33
Number of students with a substantial reading deficiency	0	0	17	22	0	0	0	0	0	0	0	0	0	39
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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		2	0	2	1	0	1	1	0	0	0	0	0	7
Students retained two or more times		0	0	0	0	0	0	2	3	1	0	0	0	6

Date this data was collected or last updated

Tuesday 7/6/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	142	129	120	130	126	139	148	200	135	0	0	0	0	1269
Attendance below 90 percent	0	8	4	6	2	1	3	9	10	0	0	0	0	43
One or more suspensions	0	1	3	0	1	2	5	8	4	0	0	0	0	24
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	3	8	14	6	0	0	0	0	32
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	3	8	14	9	0	0	0	0	34

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators		0	0	0	0	0	1	5	6	5	0	0	0	17

The number of students identified as retainees:

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

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	142	129	120	130	126	139	148	200	135	0	0	0	0	1269
Attendance below 90 percent	0	8	4	6	2	1	3	9	10	0	0	0	0	43
One or more suspensions	0	1	3	0	1	2	5	8	4	0	0	0	0	24
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	3	8	14	6	0	0	0	0	32
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	3	8	14	9	0	0	0	0	34

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	1	5	6	5	0	0	0	0	17

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	73%			79%	65%	61%	83%	68%	60%
ELA Learning Gains	64%			64%	58%	59%	69%	59%	57%
ELA Lowest 25th Percentile	42%			55%	54%	54%	58%	54%	52%
Math Achievement	75%			82%	67%	62%	79%	67%	61%
Math Learning Gains	61%			75%	62%	59%	59%	61%	58%
Math Lowest 25th Percentile	47%			61%	59%	52%	55%	56%	52%
Science Achievement	68%			78%	62%	56%	81%	63%	57%
Social Studies Achievement	89%			92%	80%	78%	90%	81%	77%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	73%	64%	9%	58%	15%
Cohort Comparison						
04	2021					
	2019	80%	61%	19%	58%	22%
Cohort Comparison						
05	2021					
	2019	78%	60%	18%	56%	22%
Cohort Comparison						
06	2021					
	2019	78%	60%	18%	54%	24%
Cohort Comparison						
		-73%				
		-80%				
		-78%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	80%	58%	22%	52%	28%
Cohort Comparison		-78%				
08	2021					
	2019	80%	63%	17%	56%	24%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	82%	61%	21%	62%	20%
Cohort Comparison						
04	2021					
	2019	75%	64%	11%	64%	11%
Cohort Comparison		-82%				
05	2021					
	2019	78%	60%	18%	60%	18%
Cohort Comparison		-75%				
06	2021					
	2019	77%	67%	10%	55%	22%
Cohort Comparison		-78%				
07	2021					
	2019	83%	62%	21%	54%	29%
Cohort Comparison		-77%				
08	2021					
	2019	83%	43%	40%	46%	37%
Cohort Comparison		-83%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	72%	56%	16%	53%	19%
Cohort Comparison						
08	2021					
	2019	74%	53%	21%	48%	26%
Cohort Comparison		-72%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	97%	66%	31%	67%	30%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	74%	19%	71%	22%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	61%	39%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	60%	36%	57%	39%

Grade Level Data Review - Progress Monitoring Assessments

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

Kindergarten - 8th Grade: i-Ready Reading and Math Diagnostics.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56	80	93
	Economically Disadvantaged	40	20	60
	Students With Disabilities	19	56	81
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46	71	91
	Economically Disadvantaged	40	20	25
	Students With Disabilities	13	60	80
	English Language Learners	N/A	N/A	N/A
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	69	86
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	33	40	40
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25	49	80
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	20	27	45
	English Language Learners	100	100	100

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	73	83
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	22	56	61
	English Language Learners	0	50	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29	56	78
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	33	44	67
	English Language Learners	33	0	50
	Grade 4			
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	79	85	93
	Economically Disadvantaged	100	100	100
	Students With Disabilities	67	78	89
	English Language Learners	100	0	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34	59	82
	Economically Disadvantaged	0	50	100
	Students With Disabilities	11	33	78
	English Language Learners	0	0	100

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	66	75
	Economically Disadvantaged	50	50	50
	Students With Disabilities	0	10	10
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34	53	79
	Economically Disadvantaged	50	50	50
	Students With Disabilities	10	20	30
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58	61	72
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	15	36	46
	English Language Learners	100	100	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48	68	80
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	15	36	46
	English Language Learners	0	0	100

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54	67	56
	Economically Disadvantaged	0	0	0
	Students With Disabilities	20	27	23
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54	55	53
	Economically Disadvantaged	0	0	0
	Students With Disabilities	31	40	31
	English Language Learners	0	100	N/A
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		61	55	53
	Economically Disadvantaged		N/A	N/A	N/A
	Students With Disabilities		20	33	24
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		37	34	47
	Economically Disadvantaged		N/A	N/A	N/A
	Students With Disabilities		6	17	36
	English Language Learners		0	25	0
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		N/A	N/A	N/A
	Economically Disadvantaged		N/A	N/A	N/A
	Students With Disabilities		N/A	N/A	N/A
	English Language Learners		N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	38	50	43	36	34	30	18	63			
ELL	63	68		72	76	92		86			
ASN	86	75		96	67						
BLK	54	52	25	43	39	40	53	67			
HSP	76	66	61	71	62	57	68	93	54		
MUL	74	73	46	79	51	27	55	93	50		
WHT	74	64	42	77	64	48	69	90	59		
FRL	61	57	47	61	55	54	50	88	33		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	41	44	48	39	51	48	27				
ELL	67	69	64	67	76	62	40				

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
ASN	79	76		95	94						
BLK	54	55	53	59	65	61	54				
HSP	80	61	65	71	65	54	74		75		
MUL	79	67	50	79	74		100				
WHT	81	64	54	85	77	62	79	92	67		
FRL	65	56	46	67	71	58	64	81	50		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	36	50	48	43	31	21	18				
ELL	65	62		65	57						
ASN	82	65		91	80						
BLK	68	58	62	39	36	46	64				
HSP	72	60	44	72	56	56	75	93	67		
MUL	88	90		79	65		93		36		
WHT	85	69	56	82	59	57	84	89	66		
FRL	70	66	53	63	53	54	74	77	39		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	64
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	64
Total Points Earned for the Federal Index	640
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	74
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
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	68
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	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
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	65
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	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Progress Monitoring - We saw considerable growth in elementary ELA; however the growth in middle school was less significant. Elementary mathematics also showed consistent growth while middle school showed growth only in sixth grade.

State Assessment - Third grade results indicate that 84% of our third grade students were proficient in ELA. Civics - 87% proficient; Algebra, Geometry and Biology - 100% proficient. Fourth grade mathematics results indicate that 80% of our students were proficient. In ELA each grade level had 70% or more of students proficient except for 7th grade, which resulted in only 65% proficient. In mathematics, all grade levels except 6th and 8th grade had 70% or more students proficient. Fifth Grade science results show that 67% of our students were proficient on the 2021 FSSA and 8th grade results show that 62% of our 8th grade students were proficient. We saw a significant decrease in the proficiency levels of our lowest quartile in both ELA and Mathematics on FSA. Additionally there was a decrease in middle school acceleration from 68% to 57%.

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

There was a decrease of 13 percentage points in learning gains for the lowest quartile in ELA (55% in 2019 to 42% in 2021). Overall proficiency in mathematics decreased by 14 percentage points (75% in 2019 vs. 61% in 2021). Eighth grade mathematics dropped from 83% proficient in 2019 to 56% proficient in 2021.

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

The 2020-2021 school year was challenging for all stakeholders. Hybrid teaching was mandated and teachers were expected to teach two sets of students - those in the classroom as well as those who chose to take advantage of eLearning. The approach to teaching these two groups of students differs considerably and teachers had difficulty focusing and attending to both sets of students. Middle school schedules reflected year-long courses taken over a semester, which meant that half of our middle school students did not have a mathematics course second semester when they sat for state assessments in May. While we tried to provide second semester mathematics instruction for students who took math during the first semester, we could not overcome the fact that these students did not have a regular math class second semester and at the time they took the FSA Mathematics. Additionally, teachers and students were quarantined throughout the year which made teaching and learning difficult when teachers and students were forced to transfer between face-to-face and online learning. Fortunately, this year teachers will only teach students face-to-face. New ELA materials have been purchased to ensure teachers have rigorous course materials to teach the reading/ELA content. Additionally, the new instructional programs have accelerated components to assist students

who are lagging behind. We have returned to our year-long courses which will ensure that students will be enrolled in their mathematics courses at the time they are tested.

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

Third grade ELA and fourth grade mathematics showed the greatest improvement. In middle school, 100% of the students who took Algebra, Biology, and/or Geometry were proficient. ELA - third grade was 7th highest in the district; seventh grade was 8th highest in the district and eighth grade was tied for 4th highest in the district. Math - seventh grade was tied for 6th highest in the district and 8th grade was tied for 4th highest in the district. Algebra, Biology and Geometry performance was tied for 1st place in the district.

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

The third and fourth grade students were in self-contained classrooms which may have resulted in more time on task since no time was lost in transitions. Student assignments were posted in Microsoft TEAMS so that students could access materials from home. Rather than missing out on instruction for illness, students were able to join the classroom online if they felt well enough to do so.

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

During the 2021-22 school year VCS teachers have been charged with focusing on Marzano's strategies of Tracking student progress and examining similarities and differences. Throughout the year, the administrative team and coaches will conduct data chat meetings to illustrate how to group students with similar opportunities for growth and provide differentiated instruction in order to support them. Coaches will model or teach collaboratively with teachers who need additional support and guidance. We will start with the "why" to address the importance of examining similarities and differences so that teachers understand the impact on student achievement. Examining similarities and differences helps students understand more complex problems by analyzing them in a simpler way.

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.

New standards and new curriculum training - Teachers will become familiar with the benchmarks and clarifications of the new standards. Teachers will utilize Benchmark Advance, My Perspectives and Amplify according to the recommended guidance from consultants and other experts.

Data analysis - Teachers will learn and be able to identify trends in their data in order plan whole and small group lessons for all levels of students.

Use of graphic organizers or visual representations to examine similarities and differences - Teachers will develop strategies to integrate graphic organizers/visual representations into their classrooms to support conceptual understanding of complex or abstract ideas.

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

A reading interventionist will serve Tier 3 students through a pull-out model based on iReady and APM assessment data. Data chat meetings will focus on helping teachers identify trends in their data, group students based on learning opportunities and suggest strategies/resources that could be used to serve these differentiated groups. Coaches will plan, model, teach collaboratively with teachers, focusing on how to best examine similarities and differences.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: There was a decrease of 13 percentage points in learning gains for the lowest quartile in ELA. Overall proficiency in mathematics decreased by 14 percentage points. Due to a significant decrease in proficiency in both of these areas, it was natural to make these areas a focus for 2021-22. These area reflect our greatest opportunity for improvement.

Measureable Outcome: Proficiency for the lowest quartile in ELA will increase from 42% to 50% as reflected in the 2022 FSA data. Overall proficiency in mathematics will increase from 61% to 70% as reflected in the 2022 FSA data.

Monitoring: VCS uses iReady and the state's Adaptive Progress Monitoring (APM) assessments to monitor progress. These assessments are administered three times each year. Once the data is available, we will review and hold data chat meetings to determine a plan of action.

Person responsible for monitoring outcome: Lynn Spadaccini (lspadaccini@vieracharterschool.com)

Evidence-based Strategy: During the 2021-22 school year VCS teachers have been charged with focusing on Marzano's strategy of Tracking student progress and examining similarities and differences. Quarterly data chat meetings will determine how to group students with similar needs to drive instructional practices. Teachers will be trained to examine similarities and differences using graphic organizers and visual representations.

Rationale for Evidence-based Strategy: Examining similarities and differences positively impacts student achievement according to a meta-analysis conducted by Robert Marzano. Teachers will be training to examine similarities and differences using graphic organizers and visual representations, which also reflects an effective research-based practice. The research can be found in Marzano's book, Classroom Instruction that Works.

Action Steps to Implement

Review FSA school-wide data from 2021, including the criteria for school grades. This will illustrate the need for our areas of focus.

Person Responsible Julie Cady (jcady@vieracharterschool.com)

Discuss school-wide focus on Tracking Student Performance and Examining Similarities and Differences with faculty. These are two areas reflected in our annual teacher evaluation.

Person Responsible Lynn Spadaccini (lspadaccini@vieracharterschool.com)

Data chats focusing on most recent progress monitoring data will be scheduled as soon as data are available in Performance Matters. Lowest quartile data in ELA will be reviewed, as well as overall data for ELA and mathematics.

Person Responsible Robyn Finnell (rfinnell@vieracharterschool.com)

Provide ideas, examples, modeling so that instruction reflects strategies necessary to support students.

Person Responsible Robyn Finnell (rfinnell@vieracharterschool.com)

Offer professional development to teachers on using graphic organizers and visual representations to help student examine similarities and differences.

Person Responsible Lynn Spadaccini (lspadaccini@vieracharterschool.com)

Continue this process at the end of each quarter or during additional times throughout the year as needed.

Person Responsible Lynn Spadaccini (lspadaccini@vieracharterschool.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

N/A - Data not available

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Viera Charter School is passionate about providing the best education for our students. We are positive influencers for each other, while working to share and maximize our knowledge, skills, and ability. We are knowledgeable of the standards, policies and procedures and work to far exceed professional expectations for the students of VCS. We are committed to the power of honest, intentional communication. We work together with several entities to provide opportunities for stakeholders to be part of our VCS community. We are intentional about protecting our relationships with one another including parents, students, teachers, administrators, community stakeholders and our governing board. Due to COVID, we have made a continued concerted effort to provide the same activities and communication as provided in the past. However, to keep our students and staff safe, we have moved to a virtual platform for Open House, Parent Academies and Awards Ceremonies. We are continuing to work closely with our PTSO board to extend our community stakeholder presence. Our PTSO board has scheduled several spirit events each month, works to provide parent volunteers to come and support with needs on campus, and is caring and supportive of teachers through teacher wish lists, planning and carrying out a teacher appreciation week, and working with local vendors to treat faculty and staff on campus throughout the year. This year, they have implemented "PAWs UP" and "PAWs IN", which are two programs that support students in need by providing free new and gently used uniform essentials, school supplies, student activities, student enrichment and family household needs. Throughout the year, we work with our PTSO, teachers, parents

and the community, to discuss and solicit input on our SIP. This year is a special year as our first kindergarten class will be graduating. A group of involved parents from this class have a desire to make this a special year for our eight graders. They have donated a bronze panther statue, developed special t-shirts for students, spearheaded an article highlighting this class and VCS in the Viera Voice, and have several other events/activities planned throughout the year. To highlight our student athletes, we have developed a relationship with Brevard Sports Network to broadcast sporting events throughout the year for community members to view from remote locations, highlight student athletes at the beginning of each sports season and promote community coaches participating in our sports program.

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

Administration - Support all aspects of building and promoting a positive culture. Invite stakeholders to the table to engage and provide input.

Faculty and Staff - Promote a positive culture and create a positive culture in the classroom environment. Develop a pathway for two-way communication between school and parent. Share significant issue with administration so that they can be addressed.

Parents/PTSO - Liaison to community, offer school-wide events for parents, children and teachers, fundraising and outreach to needy families, provide volunteers for school and classroom events.

Students - Students wear the VCS uniform and represent our school on and off campus. The Student Council has representation at SAC. Students in the Honor Society serve as safety patrols to promote safety throughout campus during arrival and dismissal.

SAC - Serve in an advisory capacity to promote school improvement. The SAC is encouraged to provide input into our School Improvement Plan.

Governing Board - Create and oversee policies and practices at the local level. They are the decision-making body for the school and work closely with the principal to direct funds, recommend safety measures, identify staffing needs, etc.

Management Company - Management Company: Charter School Associates (CSA) creates policies and practices implemented at VCS. They work closely with the principal and the governing board to promote student achievement through selection of quality curriculum and resources and ensure strong safety measures are implemented.

Brevard Sports Network - Brevard Sports Network provides opportunities for the community to observe sporting events and become part of the VCS community from remote locations. They promote and advertise sporting events on their social media platforms.