

Brevard Public Schools

VIERA CHARTER SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dr. Julie Cady

jcady@charterk12.com

Position Title

Principal

Job Duties and Responsibilities

Dr. Cady 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, the management company (CSA), community stakeholders and the school leadership team to provide a vision for school success. She

also provides guidance and direction to administrators and teachers. She identifies areas of focus, sets goals and determines responsibilities in all areas pertaining to VCS. The principal oversees the operation of the entire school and monitors performance of school administrators, teacher leaders and the staff as a whole.

Leadership Team Member #2

Employee's Name

Chenistique Goizueta

cgoizueta@charterk12.com

Position Title

Assistant Principal

Job Duties and Responsibilities

Mrs. Goizueta attends all SAC and PTSO meetings in order to collaborate with stakeholders outside of the school. Our SAC committee consists of a middle school and elementary teacher who were voted by staff. She is responsible for communication to the leadership team and team leaders and individual teachers. She supervises, evaluates, and provides guidance relative to instruction and school improvement practices in the Viera Charter Middle School. She additionally is responsible for compliance with state SESIR documentation and serves as the Title IX representative for VCS. All of these responsibilities contribute to the success of our student achievement goals. This assistant principal oversees parent communication, registration, student placement and school schedules.

Leadership Team Member #3

Employee's Name

Melanie Hibbitts

mhibbitts@charterk12.com

Position Title

Assistant Principal

Job Duties and Responsibilities

Mrs. Hibbitts is responsible for the VCS Reading Plan and Title II and Title IV grants. She evaluates and provides guidance relative to instruction and school improvement practices, primarily in our elementary school. She is responsible for compliance with Student Progression policies, and Exceptional Student Education, and curriculum for K - 8th grade.

Leadership Team Member #4

Employee's Name

Julie Mills

jmills@charterk12.com

Position Title

Assistant Principal

Job Duties and Responsibilities

Mrs. Mills is responsible for the SIP, professional development, and our academic coaches. She evaluates faculty and provides guidance relative to instruction and school improvement practices. Mrs. Mills is the administrator overseeing our academic coaches and testing coordinator, she works closely with them to guide decisions for student achievement. She is responsible for the MTSS process.

Leadership Team Member #5

Employee's Name

Robyn Finnell

rfinnell@charterk12.com

Position Title

Dean of Students

Job Duties and Responsibilities

Mrs. Finnell is responsible for the SIP. She is an integral part of the teacher/student/parent/guardian support team. She collaborates with teachers and assists with instructional and disciplinary practices. She evaluates staff and provides guidance relative to instruction and school improvement practices. Mrs. Finnell oversees the ESOL program, MTSS process for student behavior, as well as 3rd grade student progression.

Leadership Team Member #6

Employee's Name

Lourdes Wyatt

mwyatt@charterk12.com

Position Title

Dean of Curriculum

Job Duties and Responsibilities

Mrs. Wyatt serves as the Dean of Curriculum for VCS. She is a critical component of the teacher/student/parent/guardian support team. She collaborates with teachers and assist with instructional practices: help teachers make decisions about instruction and curriculum, recommends and models

practices to improve instruction and classroom management - especially in K - 2 classrooms,. She completes walkthroughs and gives formative feedback to teachers. Mrs. Wyatt will share responsibility use of Title II and Title IV funds, and supporting ESE in the K-8 setting.

Leadership Team Member #7

Employee's Name

Suzanne Hoffman

shoffman@charterk12.com

Position Title

Dean of Students

Job Duties and Responsibilities

Mrs. Hoffman is an integral part of the teacher/student/parent/guardian support team. She collaborates with teachers and assists with instructional practices: helps teachers analyze data, model instructional practices to improve instruction and classroom management, she completes walkthroughs and gives formative feedback to teachers. Mrs. Hoffman is responsible for discipline the middle school setting. This dean oversees the beginning teacher program at our school and manages the MTSS process for student behavior. Mrs. Hoffman is our middle school AVID coordinator.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

The School Advisory Council (SAC) is made up of the principal, a teacher, parents, business owners and students. Student achievement data are shared with SAC members so they can have meaningful involvement in developing the final SIP plan. A draft is presented to the SAC and input is taken at that time. Each person on the SAC is given a copy of the draft and is offered the ability to provide input after the meeting.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Achievement data are shared with the governing board, the SAC and the school faculty. Teachers are given data for individual students in their classroom. Administrators will direct teachers to focus on students who fall into the bottom quartile of student performance for the class. The coaches, with support from an administrator, hold data chats with teachers to help identify the lowest quartile and students whose performance is substantially deficient, set goals for these students, and offer support and resources. After data chats, students who previously fell into the bottom quartile are evaluated to determine if they remain in the bottom quartile, or if they have had enough growth to be replaced by a student who needs more support. After each progress monitoring assessment, administration and teachers re-evaluate student data to identify students who need tiered instruction, as well as those who may need to be evaluated for exceptional education. Additionally, the team looks for areas of weakness where supplementary instruction may be warranted. This process occurs each quarter throughout the year.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	23.3%
CHARTER SCHOOL	YES
RAISE SCHOOL	
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (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)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21: A

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment		152	161	161	178	175	171	173	170	1,341
Absent 10% or more school days		2	19	16	17	19	16	23	22	134
One or more suspensions		0	3	5	4	5	5	7	8	37
Course failure in English Language Arts (ELA)		0	0	0	0	0	0	0	0	0
Course failure in Math		0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment		0	7	19	14	10	20	10	7	87
Level 1 on statewide Math assessment		0	10	12	13	9	23	5	5	77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		3	18	16						37
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		6	15	14	9					44

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		0	6	8	2	3	6	3	5	33

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		0	2	2	3	0	0	0	0	7
Students retained two or more times		0	0	0	0	0	1	1	0	2

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		30	21	29	20	25	18	16	21	180
One or more suspensions		4	4	4	4	4	11	22	19	72
Course failure in English Language Arts (ELA)					1			1	1	3
Course failure in Math					1					1
Level 1 on statewide ELA assessment		7	20	23		2	7	7	9	75
Level 1 on statewide Math assessment		22	10	19		1	6	17	8	83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	10	16						27
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		6	1	4	12					23

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		7	2	6	4		7	10	9	45

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		3	4	3						10
Students retained two or more times					1	1				2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	77	66	61	75	63	58	70	58	53
Grade 3 ELA Achievement	77	68	62	76	66	59	72	63	56
ELA Learning Gains	68	62	61	65	57	59			
ELA Lowest 25th Percentile	60	56	55	54	51	54			
Math Achievement*	78	66	62	79	64	59	78	62	55
Math Learning Gains	69	60	60	70	59	61			
Math Lowest 25th Percentile	57	54	53	62	54	56			
Science Achievement	71	66	57	64	61	54	69	61	52
Social Studies Achievement*	89	77	74	85	76	72	87	72	68
Graduation Rate		86	72		89	71		87	74
Middle School Acceleration	70	71	75	58	71	71	71	70	70
College and Career Acceleration		74	56		75	54		75	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	77	59	61	65	58	59	65	47	55

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	793
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
72%	68%	74%	69%	64%		73%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	52%	No		
English Language Learners	69%	No		
Asian Students	89%	No		
Black/African American Students	69%	No		
Hispanic Students	72%	No		
Multiracial Students	69%	No		
White Students	71%	No		
Economically Disadvantaged Students	60%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	77%	77%	68%	60%	78%	69%	57%	71%	89%	70%			77%
Students With Disabilities	42%	60%	53%	54%	54%	58%	56%	34%	53%				
English Language Learners	70%		73%		67%	59%							77%
Asian Students	91%		78%		94%	78%		100%		91%			
Black/African American Students	73%	70%	73%	60%	73%	64%	57%	56%	91%				
Hispanic Students	77%	75%	72%	76%	73%	70%	58%	74%	84%	65%			
Multiracial Students	74%		75%	80%	71%	67%	58%	65%	83%	46%			
White Students	77%	78%	66%	53%	80%	69%	57%	70%	90%	74%			
Economically Disadvantaged Students	64%	57%	62%	52%	63%	61%	51%	57%	71%	63%			

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2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	75%	76%	65%	54%	79%	70%	62%	64%	85%	58%			65%
Students With Disabilities	42%	47%	38%	26%	49%	61%	50%	41%	50%	9%			
English Language Learners	65%		86%	83%	65%	68%		38%					65%
Asian Students	87%		85%		93%	89%							
Black/African American Students	74%	67%	59%	50%	64%	49%	50%	50%	73%				
Hispanic Students	72%	66%	72%	76%	73%	69%	59%	60%	88%	48%			
Multiracial Students	77%		57%	47%	76%	59%	57%	61%	95%	53%			
White Students	76%	78%	64%	50%	82%	72%	66%	66%	84%	60%			
Economically Disadvantaged Students	66%	66%	54%	50%	66%	63%	66%	55%	83%	48%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	70%	72%			78%			69%	87%	71%			65%
Students With Disabilities	46%	54%			64%			43%	79%				
English Language Learners	55%				70%								71%
Asian Students	86%				96%			64%					
Black/African American Students	64%	55%			61%			42%					
Hispanic Students	68%	62%			75%			65%	89%	52%			
Multiracial Students	73%	86%			73%			57%	75%	62%			
White Students	70%	72%			80%			75%	87%	77%			
Economically Disadvantaged Students	51%	51%			63%			51%	79%	44%			

E. 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.

There is no assessment data available for this school.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Science proficiency showed the greatest improvement at Viera Charter School increasing from 64% in 2023–2024 to 71% in 2024–2025 a gain of seven percentage points. This growth is attributed to strategic scheduling and robust progress monitoring. Students were accurately placed in appropriate levels from the start of the year, with ongoing data-driven targeted interventions. Remediation lessons were taught based on quarterly data on the fair game standards. Fifth grade science teachers attended extensive training over the summer in 2024.

Lowest Performance

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

Math Learning Gains of our Lowest 25% was the lowest-performing area in 2024–2025, with 57% proficiency—a decrease from 62% proficiency from the previous year. While collaboration during common planning was evident, effective execution of standards-based instruction remains a key area for growth, particularly for students starting below proficiency. The gap between advanced and regular Math students highlights the need to improve instructional rigor by maximizing time on standards, increasing student processing opportunities, and utilizing differentiated instruction to support meaningful progress.

Greatest Decline

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

Math proficiency of our bottom quartile at Viera Charter School declined from 62% in 2023–2024 to 57% in 2024–2025, continuing a downward trend from 65% in 2022–2023. A key factor has been teacher turnover and several first-year teachers. Our economically disadvantaged students and ESE population performed below the school average. The gap in performance highlights the need for differentiated instruction and opportunities for students to engage with content at the full depth of the standards.

Greatest Gap

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.

Our greatest gaps were in ELA. Compared to the state averages, eighth grade performed 20% higher, seventh grade performed 26% higher, sixth grade performed 21% higher, fifth grade performed 20% higher, fourth grade performed 14% higher, and third grade performed 19% higher than the state averages. Reasons that supported our growth was the creation of decision trees to guide instruction, and utilization of research and evidenced-based literacy programs to support tiered instruction. Programs used included Foundations, Heggerty, Lexia, Read Naturally, iReady Toolbox, UFLI, Barton, and PSI. We prioritized professional development and classroom support from our instructional coaches.

EWS Areas of Concern

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

The number of 2nd and 3rd grade students with a substantial deficiency in math and reading.

Highest Priorities

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

1. Increase the Math performance of the students falling into the lowest quartile.
2. Increase the ELA performance of the students falling into the lowest quartile.
3. Increase Science performance in 8th grade.
4. Decrease the number of suspensions.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The FAST Math test for the lowest quartile showed the lowest performance in 2025. Fifty-seven percent of the students performing in the lowest quartile showed learning gains. Although the performance of the lowest quartile signifies a decrease from 2024, 62%, this will be an area of focus for 2025 - 2026. Contributing factors include a poorly defined tiered system of instruction. VCS had limited programs to serve Tiers 2 and 3. Additionally, VCS saw an increase in students, specifically students with IEPs and 504 plans who need a strong program of tiered instruction.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Only 57% of the students performing in the lowest quartile showed learning gains. Students falling in the lowest quartile in Math will be an area of focus for 2025 - 2026 school year, with the goal of at least 62% of students in the lowest quartile showing learning gains as measured by the Final (3rd) FAST assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Instructional coaches and administrators will review STAR and FAST data to identify students in the lowest quartile, communicate results and place students in the appropriate tier for instruction. Tiered instruction will be monitored via classroom walkthroughs to ensure students are being placed and served in the appropriate tier. Additionally, coaches will work closely with teachers to provide resources for tiered instruction. PM1 data will be used to initially identify students. Coaches/administrators will engage teachers in data chats between progress monitoring assessments to check students' response to intervention. Adjustments will be made based on PM2 data, as well as IXL (grades 3- 8) data.

Person responsible for monitoring outcome

Julie Mills; Candace Oliver, Jenna Sartorio

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

VCS will create decision trees to guide math instruction in classrooms. Teachers will monitor and adjust instruction based on student needs. Teachers will use evidence-based programs to provide students intensive interventions to address these needs. Aside from Savvas, teachers will use IXL and iReady Toolbox to support instruction.

Rationale:

To increase Math proficiency among all students, with a focus on ensuring the gap of our most at risk students begins to decrease, shifting our trend to a positive trajectory. After analyzing the data trends of our lowest quartile learning gains in math, it was determined emphasis needed to be placed on differentiated instruction and focused intervention during the math block. With this focus, the goal for the lowest quartile learning gains in math will increase to 62%.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implementation of a strong, evidence-based system of tiered instruction.

Person Monitoring:

Julie Mills

By When/Frequency:

August 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Create decision trees specific to VCS. Review PM 1 data to place students in appropriate tiers. Coaches will support teachers with targeted interventions.

Action Step #2

Monitor implementation of a strong, evidence-based system of tiered instruction.

Person Monitoring:

Supervising Administrators

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide resources to teachers. Ask coaches to model, support, and make recommendations to strengthen fidelity of implementation. Administrators conduct classroom walkthroughs during Tier 1, Tier 2 and Tier 3 and give feedback to teachers regarding implementation.

Action Step #3

Monitoring response to intervention.

Person Monitoring:

Supervising Administrators

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Disaggregate IXL, STAR, and FAST PM1, PM2 and PM 3 data. Revise student placement into tiers based on updated data. Adjust instruction based on student response to intervention. Utilize coaches to model, or conduct a coaching cycle, to assist teachers who are unsure how to implement interventions with fidelity.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The FAST ELA test for the lowest quartile showed improvement from 2023- 2024 to 2024-2025. Sixty percent of the students performing in the lowest quartile showed learning gains, an improvement from the previous year of 6 percentage points, and a growth of eight percentage points from 2023. The trend demonstrates a steady positive upward trajectory. To maintain this momentum VCS will continue to strengthen our tiered intervention and instructional practices. These strategies are targeted to meet the needs of our most at risk students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Sixty percent of the students performing in the lowest quartile showed learning gains in the 2024-2025 school year. Students falling in the lowest quartile in ELA will be an area of focus for 2026, with the goal of at least sixty-four percent of students in the lowest quartile showing learning gains as measured by the Final (3rd) FAST assessment

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Instructional coaches and administrators will review STAR and FAST data to identify students in the lowest quartile, communicate results and place students in the appropriate tier for instruction. Tiered instruction will be monitored via classroom walkthroughs to ensure students are being placed and

served in the appropriate tier. Additionally, coaches will work closely with teachers to provide resources for tiered instruction. PM1 data will be used to identify students. Coaches/administrators will engage teachers in data chats between progress monitoring assessments to check students' response to intervention. Adjustments will be made based on PM2 and Lexia data.

Person responsible for monitoring outcome

Julie Mills, Candace Oliver, Jenna Sartorio

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

VCS will continue to use decision trees to guide instruction in K-5 classrooms. Teachers will continue to use research- and evidence-based literacy programs to support Tiered instruction. Aside from Savvas My View, teachers will incorporate Foundations and Heggerty into Tier 1 instruction. Lexia, Read Naturally, and iReady Toolbox will be used to support Tier 2 instruction. UFLI, Barton and PSI will be used to support students needed Tier 3 instruction.

Rationale:

The implementation of these programs during 2024-2025 school year demonstrated positive growth in student overall achievement, overall learning gains and learning gains of our lowest quartile population. Due to this growth, VCS will continue to implement and monitor core and intervention instruction with an added emphasis on small group differentiated instruction. Our goal is for the learning gains of our lowest quartile population to surpass 70% proficiency. In the 2024-2025 school year this domain improved, for the 2025-2026 school year our goal is to see continued improvement of four percentage points.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Continuation of a strong, evidence-based system of tiered instruction.

Person Monitoring:

Julie Mills

By When/Frequency:

August 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Continue use of decision trees and ensure all teachers have access. Specific to VCS, review PM 1 data to place students in appropriate tiers. Coaches train new teachers how to use Foundations, Lexia, UFLI, Barton, Hegarty and provide them with these resources.

Action Step #2

Monitor the continuation of a strong, evidence-based system of tiered instruction.

Person Monitoring:

Supervising Administrators

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide resources to teachers. Ask coaches to model, support, make recommendations to strengthen fidelity of implementation. Administrators conduct classroom walkthroughs during Tier 1, Tier 2 and Tier 3 and give feedback to teachers regarding implementation.

Action Step #3

Monitoring response to intervention.

Person Monitoring:

Supervising Administrators

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Disaggregate Lexia, STAR, and FAST PM1, PM2 and PM 3 data. Revise student placement into tiers based on newest data. Adjust instruction based on student response to intervention. Utilize coaches to model or conduct a coaching cycle to assist teachers who are unsure how to implement interventions with fidelity.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

VCS saw an increase in Science scores over the last year. In 2025, 76% of 5th graders compared with 64% in 2024, and 54% of 8th graders compared with 47% in 2024, were proficient on the State Science Assessment. The focus is to continue Science achievement in both 5th and 8th grade. The 2024-2025 school year was the first time in four years 8th grade Science proficiency increased.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Eighth grade science proficiency rates increased for the first time in the 2024-2025 school year after a 4 year decline. 8th grade science proficiency increased from 47% in 2023-2024 to 54% in 2024-2025. Fifth grade scores have varied over the past four years with the lowest proficiency at

64% in 2023-2024 to the highest achievement of 76% in 2024-2025. 2025. While our students continue to outscore students across the state, VCS will continue in the 2025-2026 to address science proficiency with a goal of 80% for fifth grade, and 60% for eighth grade.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Teachers will continue to administer the CSA Science Baseline Assessment at the onset of the school year and CSA Science Benchmark Assessments at the end of each quarter. Teachers will use results to identify standards that need additional instruction, as well as students in need additional remediation. Teachers will reteach lessons for areas of need identified with benchmark data. Additionally, teachers will use IXL lessons to supplement the curriculum.

Person responsible for monitoring outcome

Chenistique Goizueta - 8th Science; Julie Mills - 5th Science

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will administer a baseline assessment at the beginning of the year to determine areas of focus in science. Teachers will administer a benchmark test at the end of each grading quarter. The results will be analyzed to determine areas of weakness that need to be retaught. Once remediation occurs, teachers will re-administer the test.

Rationale:

The baseline assessment will be used as a formative assessment for student understanding prior to beginning instruction for the school year. Each subsequent benchmark assessment will be used as formative data for student understanding of content. If a student does not understand content, remediation is required to ensure students have learned the science concepts.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Assessment and remediation of science content.

Person Monitoring:

By When/Frequency:

Supervising Administrators

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Administer a baseline assessment in science at the beginning of the year to inform instruction in content. 2. Teach content for first quarter and administer benchmark assessment. 3. Analyze benchmark assessment data to determine the need for addition instruction or small group instruction for select students. 4. Re-assess students to ensure they have learned the content.

Action Step #2

Implement strategies that foster engagement, build connections to real-world applications, and encourage active learning.

Person Monitoring:

Supervising Administrators

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During walkthroughs administrators will ensure hands-on, engaging activities are being utilized to provide students opportunities to make connections, build critical thinking skills, and engagement.

IV. Positive Learning Environment

Area of Focus #1

Other: Continue to decrease number of suspensions

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Viera Charter School is continuing to make an effort to reduce unexcused absences by reducing the number of student suspensions. When students are absent, they miss crucial instruction in the classroom. VCS has demonstrated a reduction in the number of suspensions each school year starting from 2023 with a total of 97 suspensions to 72 suspensions in 2024, and 37 suspensions in 2025. This reduction exceeded the goal of 10% by reducing the number of students suspensions by almost half.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

VCS reduced the number of students suspensions from 2023- 2024 school year at 72 to 37 students in 2024-2025. VCS will continue to reduce the number of students suspended by 10% in the 2025-2026 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance is monitored daily. The attendance clerk will identify students with excessive unexcused absences and report them to the assistant principal or dean who supervises the particular grade level. Additionally, the three deans will monitor the number of absences due to suspension from school.

Person responsible for monitoring outcome

Robyn Finnell, Suzanne Hoffman, Lourdes Wyatt

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Our Deans of Students developed a Behavior/Discipline Handbook for all teachers K - 8, outlining teacher managed behaviors versus administrative managed behaviors, common definitions for behavior/discipline terms, and training for the utilization of a behavior management tracking system to create school wide consistency and accountability. VCS will continue to focus on classroom expectations for students in grades K-8. Faculty and staff will model these expectations for students through daily discussions and grade level assemblies.

Rationale:

Having a common set of clear expectations will allow all school students to know what they are expected to do and will let them know what they can expect from school staff. The Behavior/Discipline Handbook has been created to be clear, concise, and consistent. The behavior tracking management system allows for transparency between administration and faculty.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Development of Behavior/Discipline Handbook

Person Monitoring:

Deans of Students

By When/Frequency:

August 1

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Deans of Students have collaborated to define behavior/discipline terms, categorized teacher managed behaviors with suggested action steps versus administrative managed behaviors, and

training for the digital behavior management system.

Action Step #2

Establish clear behavior expectations schoolwide.

Person Monitoring:

Administration

By When/Frequency:

Weekly/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Determine behavior expectations for campus wide. 2. Meet with teachers to establish schoolwide student behaviors on campus. 3. Teachers discuss, model, practice behavior expectations with students. 4. Conduct weekly walkthroughs. 5. Middle School will hold quarterly assemblies to reinforce expectations.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00