

Brevard Public Schools

Viera Elementary School



2022-23 Schoolwide Improvement Plan

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Viera Elementary School

8300 STADIUM PKWY, Melbourne, FL 32940

brevardschools.org

Demographics

Principal: Adrienne Schwab G

Start Date for this Principal: 6/29/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	13%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (79%) 2020-21: (81%) 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Viera Elementary will work collaboratively with all stakeholders to provide social, emotional and academic growth for students through engaging learning opportunities that promote critical thinking and problem solving.

Provide the school's vision statement.

Preparing every student, every day to achieve success academically, while nurturing social and emotional growth for their present and future.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Schwab, Adrienne	Principal	Principal supports the MTSS team and equips teachers with the tools they need to in order to disaggregate the students' performance data. She performs classroom observations, supports the mental health and social/emotional initiatives, participates in parent conferences, refers students and parents to appropriate resources, and continuously reviews school-wide progress monitoring data.
Mostowski, Jessica	Assistant Principal	Assistant Principal supports the MTSS team and supports teachers as they disaggregate the students' performance data. She performs classroom observations, supports the mental health and social/emotional initiatives, participates in parent conferences, refers students and parents to appropriate resources, oversees the utilization of district curriculum, serves as the Title IX contact, creates small groups for state testing, and submits the testing to the state. She also serves as the ESOL contact, facilitates WIDA testing, and tracks attendance.
Pokorny, Jessica	Instructional Coach	The instructional coach works with teachers to determine appropriate instructional strategies and interventions for students, assists in the development of Tier II and III academic plans, provides observation opportunities for new teachers, refers students and parents to appropriate resources, participates in parent conferences, performs classroom observations, assists third grade teachers with portfolio assessments, oversees the i-ready diagnostic procedure, reviews school-wide progress monitoring data, provides staff training on progress monitoring and interventions. She is a member of the MTSS team to support the social/emotional needs and mental health of students
Brooks, Erin	Guidance Counselor	School counselors create 504 plans, conduct focus group sessions catered to the specific social/emotional needs of identified students, share the Sanford Harmony curriculum with specific activities that are focused on meeting the social/emotional needs of students, and conduct training to proactively combat bullying. School Counselors also provide whole class instruction on sensitive topics, are available to meet with students, teachers and families regarding needs and discuss health care plans with families.

Demographic Information

Principal start date

Wednesday 6/29/2022, Adrienne Schwab G

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

682

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

2

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

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	107	108	117	92	89	87	75	0	0	0	0	0	0	675
Attendance below 90 percent	1	1	3	2	2	2	1	0	0	0	0	0	0	12
One or more suspensions	0	0	2	1	0	1	1	0	0	0	0	0	0	5
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 2022 statewide FSA ELA assessment	0	0	0	3	8	3	3	0	0	0	0	0	0	17
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	7	4	5	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	3	2	5	0	1	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 8/22/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	95	107	72	91	74	84	68	0	0	0	0	0	0	591
Attendance below 90 percent	0	6	1	1	1	2	1	0	0	0	0	0	0	12
One or more suspensions	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2020-2021 FSA ELA	0	0	0	1	3	5	3	0	0	0	0	0	0	12
Level 1 on 2020-2021 FSA Math	0	0	0	0	0	2	5	0	0	0	0	0	0	7

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	2	3	0	0	0	0	0	0	5

The number of students identified as retainees:

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

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	95	107	72	91	74	84	68	0	0	0	0	0	0	591
Attendance below 90 percent	0	6	1	1	1	2	1	0	0	0	0	0	0	12
One or more suspensions	0	0	0	0	2	0	0	0	0	0	0	0	0	2
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	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2020-2021 FSA ELA	0	0	0	1	3	5	3	0	0	0	0	0	0	12
Level 1 on 2020-2021 FSA Math	0	0	0	0	0	2	5	0	0	0	0	0	0	7

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	2	3	0	0	0	0	0	0	5

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	85%	61%	56%	85%				62%	57%
ELA Learning Gains	73%	63%	61%	76%				60%	58%
ELA Lowest 25th Percentile	78%	54%	52%	69%				57%	53%
Math Achievement	84%	60%	60%	87%				63%	63%
Math Learning Gains	73%	64%	64%	87%				65%	62%
Math Lowest 25th Percentile	67%	55%	55%	82%				53%	51%
Science Achievement	93%	56%	51%	80%				57%	53%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	61	61	67	47	52	40					
ELL	73	93		73	64						
ASN	93	91		93	82						
HSP	79	61		69	67						
MUL	85	71		79	69						
WHT	86	72	74	87	73	70	94				
FRL	83	73	70	67	68	58					
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	43			55							
BLK	60			80							
HSP	75			81							
MUL	81			80							
WHT	87	75		88	87		79				
FRL	77	70		86	91						
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	79
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	80

ESSA Federal Index	
Total Points Earned for the Federal Index	633
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	77
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	90
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	69
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	76
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	
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	79
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	70
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

When analyzing Viera Elementary FSA and i-Ready progress monitoring data, SWD were identified as an underperforming subgroup in Math. In addition, math proficiency and learning gains across grade levels declined. The Lowest 25% population learning gains and proficiency rates declined greatly in math, particularly in 5th grade students.

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

Viera Elementary FSA data shows that the greatest weakness in the 2021-2022 school year was math learning gains. While there was a slight decrease in proficiency, 87% in 2021 declined to 84% in 2022, learning gains drastically decreased. In 2021 87% of students made learning gains while in 2022 only 73% of students made math learning gains. The lowest 25% population also declined in their math learning gains. 2021 math lowest 25% learning gains were 82% while 2022 were 67%. Students with disabilities showed math proficiency rates at 55% in 2021 and declined to 47% in 2022. 52% of the SWD student made learning gains in math for the 2022 school year and only 40% of the SWD Lowest 25% population.

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

A number of factors played a part in this decline. Viera Elementary continues to grow and many student transitioned to the school from another school. Required small group instruction for Lowest 25% daily in Math and Reading will be implemented as well as monitoring to ensure this small group instruction is occurring. Differentiated instruction going to be a focus at Viera Elementary this year to ensure that all students are receiving instruction that will meet their needs and help them continue to grow.

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

Science proficiency data increased greatly. In 2021 Science proficiency rates were at 80%. The proficiency rate for Science in 2022 was 93%. The Lowest 25% population increased greatly in their ELA learning gains. For the 2022 school year Lowest 25% learning gains were 78 % compared to 69% in 2021. ELA [proficiency school wide remained the same at 85%. All areas of proficiency and learning gains were above district and state averages.

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

The contributing factors that led to the success in these areas included building and fostering a collaborative and nurturing learning environment for all students through SEL, providing teachers with collaborative planning time in which they worked along side the Literacy Coach, the STEM lab teacher planning collaboratively with 5th grade teachers, and required PENDA instruction for grades 3 - 6.

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

In order to accelerate learning, teachers will continue to be provided with collaborative planning time which includes a full day of planning each 9 weeks with the literacy coach. Third and Fifth grade teachers will have time built in to plan with the Math Coach. These planning sessions will ensure lessons are aligned to the BEST standards, utilize quality complex text. and embed differentiated small group instruction. Maintaining a focus on vocabulary through weekly vocabulary vibe promoted through morning announcements, and we will continue the implementation of the schoolwide writing plan. The lowest 25% student population will be required to have small group instruction in reading and math daily.

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.

There will be continued opportunities for professional development for teachers for topics such as Sanford Harmony, Benchmark Advance and Savvas, quality questioning, Reveal and EdGems cooperative learning, differentiated instruction, writing and vocabulary strategies.

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

Viera Elementary will continue to build capacity through our committees to gain teacher input and improve our practices.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Math

Area of Focus

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Although Viera Elementary proficiency and learning gains in math were above state and district average , there was a significant decline from 2021 to 2022 in this subject area. Proficiency in 2021 was 87 % and in 2022 decreased to 84%. School wide math learning gains decreased from 87% in 2021 to 73% in 2022. The Lowest 25% learning gains also saw a decline from 82% in 2021 to 67% in 2022. This decline in the Lowest 25% and overall schoolwide gains was greatly seen in 5th grade student scores. Currently, our Progress Monitoring 1 data shows 19% of 3rd grade students at or above proficiency, 46% of 4th grade students, 42% of 5th grade students, and 58% of 6th grade students.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At least 87% of students in grades 3-6 will score at proficiency or above on the FAST progress monitoring 3 assessment. We would expect to see learning gains from PM1 to PM 3 in at least 85% of students school wide and 85% of students in the Lowest 25% population for math.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Administration as well as classroom teachers will hold data meetings after each FAST progress monitoring assessment to disaggregate the data, build interventions and drive instruction. Classroom teachers will be required to monitor i-Ready instructional data each week to determine specific student needs in regards to their instructional path. MTSS meetings will be held monthly to discuss Lowest25% students as well as to build interventions to meet student needs. Data meetings will be held after each i-Ready diagnostic to discuss Tier 1 classroom data as well as individual student growth data.

Person responsible for monitoring outcome:

Adrienne Schwab (schwab.adrienne@brevardschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Providing small group targeted instruction to meet individual student needs.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

By providing small group instruction in math students will be given scaffolds. According to Joh Hattie scaffolding has an effect size of 0.82. Students will also receive direct instruction from the teacher during small group. Direct instruction has an effect size of 0.6.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Collaborative Planning Time provided with substitute coverage once each nine weeks.

Person Responsible Adrienne Schwab (schwab.adrienne@brevardschools.org)

Differentiated Small Group Instruction

Person Responsible Adrienne Schwab (schwab.adrienne@brevardschools.org)

Walk Throughs with District math Coach

Person Responsible Adrienne Schwab (schwab.adrienne@brevardschools.org)

Academic Support Intervention Groups for 3rd - 6th Grades

Person Responsible Jessica Mostowski (mostowski.jessica@brevardschools.org)

Math Enrichment Group with Gifted Teacher

Person Responsible Adrienne Schwab (schwab.adrienne@brevardschools.org)

Set expectations for 30 - 45 minutes of completed math i-Ready on individual student instructional path. Progress will be monitored through weekly reports and a digital school wide game board incentive.

Person Responsible Jessica Pokorny (pokorny.jessica@brevardschools.org)

#2. Positive Culture and Environment specifically relating to Social Emotional Learning

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Viera Elementary continues to grow each year. We know that students may be coming to school with not only academic gaps, but social/emotional concerns due to the COVID pandemic, rezoning of schools, and the transition from e-Learning to brick and mortar. According to the Youth Truth survey, when asked how much the virus has changed your life on a scale of 1-3, with 3 being the most change, 41% of our students chose a 3 rating. Through the registration process we noticed that there continues to be a large number of students attending Viera Elementary that are new to Florida or Brevard County. All of these situations combined with the growth of Viera Elementary and building a positive school culture lend itself to the need for a focus on social/emotional learning. Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. This includes problem-solving skills and intergender communication and understanding, as well as teaching students to embrace diversity and build healthy relationships that will last well into adulthood. Research shows that social/emotional learning is the key to succeeding in the classroom, workplace and at home.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

According to the 2022 Youth Truth Survey, 69% of students stated that they feel like a real part of the school community compared to 65% from 2021. The percent of students who stated that students behave well in their class dropped from 31% in 2021 to 25% in 2022. We would like to see at least a 15% increase in these areas in the 2023 survey results.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor this through the Youth Truth survey and student feedback.

Person responsible for monitoring outcome:

Adrienne Schwab (schwab.adrienne@brevardschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Sanford Harmony will continue to be implemented at Viera Elementary. Sanford Harmony is a social emotional learning program for Pre-K-6 grade students designed to foster intergender communication and understanding, connection, and community both in and outside the classroom and develop boys and girls into compassionate and caring adults. This program is a social-emotional teaching program that cultivates strong classroom relationships between all students. In addition, we will begin a mentoring program called, Hanging with the Hawks, where students from Viera High help elementary students build confidence and social skills by playing games, advising them

on what to expect in middle and high school, and offering a big brother/big sister friendship.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

SEL increases students' academic performance by 11 percentile points, compared to students who do not participate in such SEL programs. Students participating in SEL programs also show improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school. Social Emotional learning can have a positive impact up to 18 years later on academics, conduct problems, and emotional distress.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Sanford Harmony Training and Implementation

Person Responsible Erin Brooks (brooks.erin@brevardschools.org)

Hanging with the Hawks Mentor Program

Person Responsible Erin Brooks (brooks.erin@brevardschools.org)

Morning Meetings to take place immediately after morning announcements

Person Responsible Erin Brooks (brooks.erin@brevardschools.org)

School counselor small group lessons

Person Responsible Erin Brooks (brooks.erin@brevardschools.org)

#3. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Viera Elementary's population continues to grow this year. When comparing 2021 FSA scores to 2022 scores, the percentage of students scoring Level 3 and above dropped by 5%. When looking at the reporting strands for ELA, there is not one area that is drastically different in regards to proficiency. 39% of students were proficient in Key Ideas and Details, 39% in Knowledge of Integration and Ideas, and 38% in Craft and Structure. An analysis of last year's End of Year iReady scores show that 30% of students in grades K-2 scored within the Tier 2 and Tier 3 range in Reading.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

88% of students in grades 3-6 will demonstrate proficiency on the FAST.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

ELA proficiency will be monitored using district quarterly assessments, FAST assessments and iReady assessments.

Person responsible for monitoring outcome:

Jessica Pokorny (pokorny.jessica@brevardschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will participate in purposeful planning, evaluation, and reflection of instructional practices pertaining to ELA instruction. This will include long range planning, analysis of data, professional learning, and observation.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the

When looking at factors related to student achievement, planning and prediction, evaluation and reflection, and teacher clarity all have effect sizes of .75 or higher. Focusing on purposeful planning to improve quality of ELA instruction touches on all three of these factors. Adding our analysis of data and early intervention through the MTSS process will further increase our effectiveness of this strategy.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will participate in quarterly planning days with the literacy coach. The focus of these planning sessions will be implementation of standards and differentiation.

Person Responsible Jessica Pokorny (pokorny.jessica@brevardschools.org)

Teachers will participate in a book study of The Wild Card by Hope and Wade King. The study will be facilitated by the literacy coach with conversation and follow up centered around improving engagement specifically related to ELA achievement.

Person Responsible Jessica Pokorny (pokorny.jessica@brevardschools.org)

A Greek or Latin Root of the Week will be identified and shared on the school news, newsletters and in the classroom. Students who are “caught” using the root in context will be recognized and eligible to be the Weekly Word Master. This incentive will allow Viera Elementary to remain focused on vocabulary school-wide by providing real-world opportunities to use new words

Person Responsible Jessica Pokorny (pokorny.jessica@brevardschools.org)

Teachers will continue to engage in use of our school-wide writing rubric TEACH. Connections will be made to the new FAST writing rubrics. The literacy coach and AP will support teachers with understanding of quality writing through PD and in class coaching.

Person Responsible Jessica Mostowski (mostowski.jessica@brevardschools.org)

Teachers will design differentiated small group instruction to meet the needs of all learners within the 90-minute reading block. This design will happen as a result of grade level collaborative planning, coach-led professional development and coach modeling and co-teaching within the classroom.

Person Responsible Adrienne Schwab (schwab.adrienne@brevardschools.org)

Students identified as part of our ELA Lowest 25% will participate in after school academic support programs.

Person Responsible Jessica Mostowski (mostowski.jessica@brevardschools.org)

Monthly Coach's Clinics will be held to reinforce ELA best practices as identified by teacher surveys and the Literacy Instruction Practice profile. Teachers wanting to further their growth may participate in both short term and long term coaching cycles with the literacy coach.

Person Responsible Jessica Pokorny (pokorny.jessica@brevardschools.org)

Set expectation that students are completing 30-45 minutes of iReady Reading My Path instruction. Progress will be monitored through weekly reports and a digital school-wide gameboard incentive.

Person Responsible Jessica Pokorny (pokorny.jessica@brevardschools.org)

As a result of collaborative planning and classroom walk-throughs, teachers will participate in coaching cycles with the literacy coach to improve specific areas of ELA instruction. Coaching cycles may include a variety of skills and strategies including differentiation, writing, time management, high-order questioning, discussion, and engagement techniques. These cycles may vary in length but will all include observation, modeling, feedback, follow-up and reflection.

Person Responsible Jessica Pokorny (pokorny.jessica@brevardschools.org)

The literacy coach will participate in walkthroughs to determine school, grade level and individual needs in regards to ELA instruction. Follow up from these walkthroughs will result in additional planning, professional development or coaching cycles involving both the teacher and coach in order to improve instruction and student achievement.

Person Responsible Jessica Pokorny (pokorny.jessica@brevardschools.org)

#4. Instructional Practice specifically relating to Differentiation

Area of Focus

Description and

Rationale:

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

Although learning gains at Viera Elementary were above state and district averages, we saw a decline in learning gains in all but one area. With an increase in student population and new faculty being added to accommodate growth, it is imperative that all students are making the necessary learning gains.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Learning gains will not be measured this year on the state FAST progress monitoring. However, we will monitor learning gains from the data we receive via the progress monitoring assessments that will be taken 3 times a year as well as the 2 i-Ready diagnostic assessments.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration along with classroom teachers will hold data meetings after each progress monitoring assessment and i-Ready diagnostic. Interventions and differentiated instruction will be planned during MTSS meetings, data meetings and during collaborative planning session each nine weeks.

Person responsible for monitoring outcome:

Adrienne Schwab (schwab.adrienne@brevardschools.org)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Differentiated instruction will be a focus during core academic instructional areas.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In order to achieve learning for all students, teachers must adapt their instruction to meet individual student need. Carol Tomlinson states that differentiated instruction promotes high-level and powerful curriculum for all students, but varies the level of teacher support, task complexity, pacing and avenues to learning based on student readiness, interest and learning profiles.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide professional development for teachers with strategies from the Florida's Literacy Instructional Practice Profile with a focus on differentiation.

Person Responsible

Jessica Mostowski (mostowski.jessica@brevardschools.org)

Hold FAST and i-Ready data meetings after each progress monitoring and diagnostic assessment to identify individual student needs and develop interventions and differentiated lessons.

Person Responsible

Jessica Mostowski (mostowski.jessica@brevardschools.org)

Provide time for collaborative planning. Teachers will participate in quarterly planning days with the literacy coach. The focus of these planning sessions will be implementation of standards and

differentiation. Third and Fifth grade teachers will utilize part of the time to plan with the District Math Coach. Two of the 5th grade teachers will plan part of the time with the math coach while the other two will plan Science with the STEM Lab teacher.

Person Responsible Jessica Pokorny (pokorny.jessica@brevardschools.org)

Positive Culture & Environment

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

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

Mrs. Schwab sends out weekly communication through email to parents via Blackboard Connect. These emails include current school information as well as important upcoming events to keep all parents informed. All stakeholders are informed of ways that they can be involved from home as well as school, both from the Principal's message and in teacher newsletters. Working families are also encouraged and asked to participate in school activities. Family involvement offers a huge resource and support base for the school community, while demonstrating to the students the importance of school. By interacting with teachers, administrators, and other volunteers on a regular basis, families gain a firsthand understanding of their student's daily activities at school. This also creates opportunities for stakeholders to be involved in school life helping their child learn and grow. Building strong relationships with parents, students, and the community is a high priority at Viera Elementary. Studies indicate that family involvement positively impacts student achievement and attendance. Coffee and Conversation meetings are held once a month with Mrs. Schwab to give updates as well as hear family questions and concerns. A SAC committee has been formed as well as a PTO to promote involvement from all stakeholders. Viera Elementary also works with local businesses to partner with school spirit nights. Viera Elementary continues partnering with Northrop Grumman in the STEM Lab. This partnership allows opportunities for students to develop enhanced critical thinking skills, the ability to innovate, be technologically fluent, and understand how and why things work together. Each classroom at Viera Elementary has a calm down corner for students to utilize when emotions arise. Positive behavior referrals are utilized to celebrate student success. Each weekday, immediately after morning announcements, all classrooms conduct morning meetings utilizing Sanford Harmony. The school counselor visits each classroom quarterly to provide whole class SEL lessons. She also works with small groups and does minute meetings with each individual student. Schoolwide the character traits that are promoted are based on PRIDE, perseverance, respect, integrity, dependable, effort. This year, students will work with Viera High School students through a mentoring program called Hanging with the Hawks. PTO has purchased spirit tags for students to collect that have various character traits and positive messages on them. Sixth grade students can participate in a sixth grade incentive once a month as a positive reward for their behavior. All teachers are required to meet students each morning at the classroom door and greet each individual student. This starts the students day off positively. Staff who do not have a classroom are in the hallways and car loop each morning greeting students and assisting in any way they can.

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

The school engages families, students, and all faculty in a shared understanding of academic and behavioral expectations as well as high-quality instruction.

Teachers communicate high expectations for all students. Teachers meet in data meetings to routinely examine disaggregated data to look for themes/patterns among student groups. This data, in and out-of-school suspension and attendance also forms the basis for discussions of what's working (or not) for particular groups within a school and what needs to be done. The school provides orientation for new teachers and ongoing support from a mentor teacher. Teachers establish and practice clear expectations and classroom procedures (CHAMPS), and provide frequent feedback to students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom. The school's curriculum and teachers' lesson plans draw on the diverse interests and experiences of students. Leaders demonstrate how those beliefs manifest in the school building. For example:

- Collaborative planning is solutions-oriented and based in disaggregated data
- Student work is displayed throughout school.

The administration ensures that teachers have resources, training, and ongoing support to meet needs and provides frequent, constructive feedback, and actively makes themselves available to teachers and staff. The leadership team actively solicits staff feedback on school-wide procedures and creates opportunities for teachers to assume leadership roles. They also structure the master schedule to include collaborative planning and ensure it is rooted in data on student progress and interests.

A clear code of conduct for students and adults with input from students, families, and school personnel has been created.

The school has established an infrastructure to support family engagement, such as a decision-making through the SAC council. It reaches out to families and the community early and often - not just when there is an issue. Seeking input from families on how the school can support students, and following up with what's being done as a result is a constant. We also ensure that logistics of parent/teacher conferences and other school events enable all parents to participate.

The PTO has planned several evening events that are free to families at Viera Elementary. This allows for the collaboration amongst the community and for working families to be involved.

Viera Elementary has formed various clubs that students are able to participate in after school and parent registered volunteers are invited to take part.