

Brevard Public Schools

VIERA MIDDLE SCHOOL



2024-25 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 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Viera Middle School, our mission is to help students meet challenges and achieve personal and academic excellence.

Provide the school's vision statement

Viera Middle School is an inclusive community, fostering individuals engaged in education and growth. We empower students to innovate and build character so that they can excel and enhance the world around them.

B. School Leadership Team

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

Catherine McNutt

Position Title

School Principal

Job Duties and Responsibilities

- Facilitates the development and adoption of the Mission and Vision of VMS
- Leads and monitors the operation of Viera Middle School
- Responsible for the school budget: development and implementation of all school-based accounts and responds to financial audits
- Monitors the FTE process
- Serves as the public liaison for Viera Middle School
- Collaborates with various stakeholders by receiving input and ensuring stakeholders are informed on operations and progress of the school at large (School Advisory Committee, Partners in Education, Parent Teacher Organization)
- Responsible for the faculty and staff: Employment (hiring and supervision), evaluations (IPPAS), PAR, certification, and professional development of all

- Ensures all faculty and staff members adhere to compliance requirements (federal, state, and district)
- Serves as the instructional leader
- Models instructional delivery methods at faculty meetings and through professional development opportunities
- Evaluates instructional practices through the use of the district adopted evaluation tool (IPPAS)
- Facilitates instructional coaching cycle guiding teachers in best practices that support professional growth and student achievement
- Monitors school-wide culture and implements strategies to build the capacity of our faculty, staff, and student body
- Monitors Professional Learning Communities (PLC's) and ensures alignment with the mission and vision of Viera Middle School
- Manages the operations of the athletic program, music program, and all extracurricular activities
- Monitors and serves as the school decision-maker for disciplinary infractions and corrective strategies ensuring proper implementation of the district discipline plan and student code of conduct
- Serves as the decision maker for administrative hearings facilitated by the administrative team
- Identifies and mentors future educational leaders and facilitates professional growth opportunities
- Facilitates/monitors registration, 7th Grade Orientation, Open House, and parent conferences
- Monitors collaboration with feeder schools and corresponding activities

Leadership Team Member #2

Employee's Name

Jennifer Hughes

Position Title

Assistant Principal, Curriculum

Job Duties and Responsibilities

- Serves under the direct supervision of the Principal and serves as such in the absence of the Principal
- Serves as the Assistant Principal of Curriculum
- Supports the development and adoption of the Mission and Vision of VMS
- Coordinates and organizes daily operations of VMS
- Supports the Principal in collaboration with various stakeholders by receiving input and ensuring stakeholders are informed on operations and progress of the school at large (School

Advisory Committee, Partners in Education, Parent Teacher Organization)

- Supports the principal with faculty and staff: Employment (hiring and supervision), evaluations (IPPAS), PAR, certification, and professional development of all
- Ensures all faculty and staff members adhere to compliance requirements (federal, state, and district)
- Serves as the instructional leader on campus across content areas
- Responsible for the creation and monitoring of the Master Schedule
- Models instructional delivery methods at faculty meetings and through professional development opportunities
- Evaluates instructional practices through the use of the district adopted evaluation tool (IPPAS)
- Ensures compliance and implementation of IEP's, 504, and the ESOL program
- Supports school supervision
- Facilitates instructional coaching cycle guiding teachers in best practices that support professional growth and student achievement
- Monitors school-wide culture and implements strategies to build the capacity of our faculty, staff, and student body
- Monitors Professional Learning Communities (PLC's) to ensure consistency and focus on instructional improvement

Leadership Team Member #3

Employee's Name

Stephanie Booth

Position Title

Assistant Principal, Dean

Job Duties and Responsibilities

- Supports the development and adoption of the Mission and Vision of Viera Middle School
- Supports the operation of Viera Middle School
- Manage and positively influence student behavior by monitoring and analyzing discipline data to drive schoolwide practices for student engagement, behavior, and positive school culture
- Facilitator and administrative representative for the Positive Behavior intervention Support (PBIS) team
- Collaborate with administrative team and stakeholders for the school decision making-process
- Member of the MTSS team supporting instructional practices, ESE, and student behavior
- Manages school facility operations of Viera Middle School
- Development, implementation, and monitoring of the school emergency operation plan and FSSAT
- Facilitates fire and safety drills and ensures the school emergency go-kits are complete and

ready

- Conducts monthly Threat Assessment Team meetings
- Title IX Investigator
- Facilitates and monitors bullying mandates, investigations, and safety plans
- Manages the school Positive Behavior Implementation Plan (PBIS) and leads the Positive Behavior implementation team and analyzes and monitors data
- Monitor classroom management strategies and provide coaching as needed
- Ensure disciplinary records are accurate.
- Analyze discipline data and provide professional development and/or coaching in areas of need
- Monitors Professional Learning Communities (PLC's) to ensure consistency and focus on instructional improvement

Leadership Team Member #4

Employee's Name

Valerie Moss

Position Title

GSP/Testing Coordinator

Job Duties and Responsibilities

- Coordinates and manages state and county standardized testing (FAST, MAP, WIDA, Read 180, System 44, EOC's)
- Aggregate and analyze data in conjunction with the administrative team to determine areas of weakness and strength. Specific examples involve tracking progress of subsets of students
- Facilitates WIDA assessments
- Ensures proper placement and scheduling of ELL students
- Manage ESOL files, 504 files, and ensure proper placement of secure documents into cumulative folders
- Submit for board approval for out of field for ESOL instructional staff
- Provide professional development to the faculty for gifted strategies, ESOL strategies, 504 accommodations and compliance items
- Gifted Coordinator and ESOL Contact

Leadership Team Member #5

Employee's Name

Chelsea Perry

Position Title

Literacy Coach

Job Duties and Responsibilities

- Supports schoolwide literacy across all content areas
- Serves as an instructional leader for literacy and collaborates with all stakeholders, supporting the students, teachers and the administrative team
- Analyzes data on an ongoing basis and provides academic interventions for students
- Conducts classroom observations to provide literacy-based strategies and coaching for teachers to enhance overall ELA proficiency

Leadership Team Member #6

Employee's Name

Jennifer Clark

Position Title

Guidance Counselor, 8th Grade

Job Duties and Responsibilities

- Point of Contact for all 8th grade 504 plans and 8th grade ESE students with accommodations
- Oversees Hospital Homebound program
- Assists with academic and social/emotional needs of all VMS students
- Conducts classroom visits to provide character-building education and to help students build resiliency

Leadership Team Member #7

Employee's Name

Lauren Crawford

Position Title

ESE Support Facilitator/Teacher

Job Duties and Responsibilities

- Mentors teachers through the New Teacher induction program
- Supports the ESE department and provides mentoring to new ESE and ILA teachers
- Acts as a case manager to subgroup of ESE students
- Teaches Learning Strategies to classroom of ESE learners
- A point of contact for the entire ESE team regarding best practices for students

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The Viera Middle School leadership team attended the Ascend Conference in June 2024 to review incoming student data and create the first shared vision for targeted and focused goals at VMS. By bringing together various lenses of experience on our leadership team (mentioned above), we were able to develop an initial SIP to build a framework and infrastructure that will be built upon for years to come. Through the parental involvement on our SAC team, parent input was provided regarding ways to amend, edit, and revise our School Improvement Plan. Our community feedback was shared during initial Meet and Greets and Open House events at the start of the year and guided discussions at our initial SAC meetings. These sources of feedback were also considered when compiling the initial school improvement plan for VMS.

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. (ESEA 1114(b)(3))

The SIP will be consistently monitored and reviewed with our SAC team at our monthly School Advisory Council meetings as well as with our School Leadership Team each quarter at minimum. As we continue to adapt our school responses to best meet our student needs, we will focus efforts on specific student subgroups to ensure that the most targeted and strategic approach is being implemented to maximize effectiveness. This monitoring will take place during departmental team meetings and during data discussions with faculty and staff. A delegation of persons responsible for specific groups of data monitoring is described in the sections that follow.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 7-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: 2022-23: * 2021-22: 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days								31	33	64
One or more suspensions								23	28	51
Course failure in English Language Arts (ELA)								1	3	4
Course failure in Math								2	10	12
Level 1 on statewide ELA assessment								30	31	61
Level 1 on statewide Math assessment								23	24	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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								5	8	13

Current Year 2024-25

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
Students retained two or more times								3	1	4

Prior Year (2023-24) 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										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) 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										0

Prior Year (2023-24) 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										0
Students retained two or more times										0

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

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *		55	53		51	49		50	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	53		56						
ELA Learning Gains Lowest 25%	46		50						
Math Achievement *	59		60		55	56		33	36
Math Learning Gains	51		62						
Math Learning Gains Lowest 25%	55		60						
Science Achievement *	48		51		47	49		53	53
Social Studies Achievement *	69		70		67	68		48	58
Graduation Rate								48	49
Middle School Acceleration	70		74		69	73		36	49
College and Career Readiness								71	70
ELP Progress	56		49		47	40		72	76

*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)

2023-24 ESSA FPPI

Data for 2023-24 had not been loaded to CIMS at time of printing.

ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
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* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%

No ESSA data found for this school and year

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%

No ESSA data found for this school and year

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%

No ESSA data found for this school and year

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. (pre-populated)

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?

2023-2024 school data cannot be considered for improvement because our school just opened for students on August 12, 2024. Our 2024-2025 school data will be monitored each quarter at minimum to identify trends and areas for improvement to allow our school leadership team to build an appropriate response for combatting areas of need.

Lowest Performance

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

2023-2024 school data cannot be considered for lowest performance because our school just opened for students on August 12, 2024. Our 2024-2025 school data will be monitored each quarter at minimum to identify trends and areas for improvement to allow our school leadership team to build an appropriate response for combatting areas of need.

Greatest Decline

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

2023-2024 school data cannot be considered for decline because our school just opened for students on August 12, 2024. Our 2024-2025 school data will be monitored each quarter at minimum to identify trends and areas for improvement to allow our school leadership team to build an appropriate response for combatting areas of need.

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.

2023-2024 school data cannot be considered for comparison to state average without data from last year. Our 2024-2025 school data will be monitored each quarter at minimum to identify trends and areas for improvement to allow our school leadership team to build an appropriate response for combatting areas of need.

EWS Areas of Concern

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

One potential area of concern is the number of students who scored a Level 1 on statewide assessments - approximately 7.1% of our students. These students show a need for academic growth, and we will implement action steps to help support their needs. Our second potential area of concern is our students with excessive absences. Based on individual student data from last year, 64 students (8.5%) proved to be absent 10 or more school days. This level of absenteeism could correlate to our students who also exhibited the level 1 on statewide testing. Overall, 13 of our students illustrate 2 or more Early Warning System indicators.

Highest Priorities

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

Our highest priorities include:

1. Show academic growth in our lowest 25% of students for both ELA and Math
2. Build a positive culture and environment for students, teachers, and staff to promote learning and optimal performance for all
3. Utilize our guidance team and social worker to combat any presence of chronic absenteeism

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 Professional Learning Communities

Area of Focus Description and Rationale

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

As a new school, we intend to build a culture around the Professional Learning Community (PLC) model. This model is a widely researched, evidence-based model to ensure academic success for all students. In order for the school to function as a PLC, we must build common team planning for our core subject areas and push-in ESE teachers so that our teams can cycle through the driving questions of a professional learning community: identifying priority standards and learning objectives, developing common formative assessments, and sharing enrichment and intervention opportunities. The data from these weekly meetings will drive instruction and highlight areas for targeted tier two and three supports.

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.

We are collecting baseline data for our new school, so measurable outcomes focus on the implementation of the PLC model. In order to ensure a guaranteed and viable curriculum for all students, all of our core subject teams will be on pace with the same essential standards throughout the year. By mid-year, these teams will be using common assessments monthly, reviewing data and student samples, and articulating supports for successful and struggling students. Student evidence from weekly team meetings will show student progression and the need for enrichment and intervention. All of the students in targeted intervention groups will demonstrate proficiency on common assessments after interventions and make gains across progress monitoring assessments, which include FAST, ALEKS, and Read 180 benchmarks.

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.

Weekly classroom walkthroughs will highlight consistency among core subject teams in pacing, priority standards, common grade-level assessments, and appropriate extensions and interventions.

During weekly team meetings, teams will analyze student data and provide student evidence of progression, success, or struggle so that the team can offer support and strategies. Based on these processes, the school-based PLC will identify target students for additional support and identify professional learning needs for staff. Administrators will attend team meetings to monitor team's progress and offer supports as needed.

Person responsible for monitoring outcome

Catherine McNutt, Jennifer Hughes, and Stephanie Booth

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Implementing an effective, focused PLC process that consistently and frequently monitors students' progress allows teachers to adjust instruction in response to learning. The structure of the PLC includes several evidence-based interventions. For example, common formative assessments offer feedback on effective instructional strategies and identify students for intervention, based on standards. Viera Middle School's tier one intervention will focus on small group, classroom instruction. As needed, tier two intervention will consist of targeted tutoring sessions through students' advisory period, pull-out tutoring, and Friday extensions.

Rationale:

Common formative assessments and intervention based on their data are critical elements of the professional learning community continuum. Done correctly, PLCs are one of the most transformative evidence-based practices for teacher teams. Viera Middle School is following DuFour's Learning by Doing to evaluate and improve its PLC process. This text, along with other resources from Solution Tree, is considered one of the most recognized resources for effective PLC implementation.

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:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Establish teams, common planning, and advisory groups

Person Monitoring:

Jennifer Hughes

By When/Frequency:

August 12 and evaluate quarterly

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

The master schedule reflects common planning for core teacher teams so that they can meet weekly

and strategically uses Advisory teachers for enrichment and intervention. As we get to know teachers and learn team strengths and evaluate student data and needs, adjustments will be made.

Action Step #2

Utilize school professional learning days and common planning periods to model guided team meetings with student data, focusing on the four PLC questions

Person Monitoring:

Catherine McNutt and Jennifer Hughes

By When/Frequency:

Planning and meeting days throughout the year

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

As a new school, all of our teacher teams are working together for the first time. Identifying our teams' capacity to follow the PLC process will be a priority. School-based professional learning will develop around the four major PLC questions and areas of need. After these learning opportunities, weekly classroom walkthroughs and team meetings will show improvements in teams' ability to successfully and efficiently work through the PLC questions, improving student achievement for all students. Additionally, our ESE team will offer learning opportunities and support to content teachers to bridge achievement gaps for our ESE students. The Key Elements checklist from the Keys to Educating Exceptional Student (KEES) will be used as an observation and feedback tool.

Action Step #3

Develop intervention and enrichment opportunities for students showing a data-based need

Person Monitoring:

Catherine McNutt and Jennifer Hughes

By When/Frequency:

Weekly team meetings and quarterly

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

As students are identified for intervention and enrichment, resources will be allocated to support these efforts. Through weekly team meetings, teams will discuss specific student data and develop tier one classroom-based intervention and enrichment. Team captains will relay any additional needs to administration: leverage ESE teacher and IA personnel, schedule adjustments, and/or recognition opportunities. Tier two and three intervention will stem from the targeted needs of students and will include Friday extensions, pull-out tutoring, and Advisory sessions. Additional enrichment opportunities will occur through students' advisory period and club activities.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

With 15.5% of our student population identified as students with disabilities, one of our areas of focus is to support and maximize their learning in the classroom. Approximately 28.6% of our SWD population scored a Level 1 on the most recent PM1 statewide ELA assessment, followed by 22.4% scoring a Level 2. With this number of students falling below ELA proficiency, it is our goal to implement strategies and practices that will promote their overall academic and personal

achievement in and out of the classroom.

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.

We are still collecting baseline data for our new school in order to identify ways our students learn best. However, we know that 51% of our ESE students did not meet ELA proficiency on our first round of progress monitoring assessments. Our goal is always to move students toward academic proficiency and we our targeted outcome is to move our ESE students from 49% ELA proficiency to 55% ELA proficiency, at minimum, measured by PM3 statewide assessments.

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.

Our ESE team will offer learning opportunities and support to content teacher during school Professional Development Days to bridge achievement gaps for our ESE students. Administration and our guidance team will conduct classroom walkthroughs frequently to assess overall support offered to our ESE population. The Key Elements checklist from the Keys to Educating Exceptional Student (KEES) will be used as an observation and feedback tool. Administration and ESE team (counselors, support specialist, and ESE case managers) will meet on Fridays to discuss prioritization of highest-need students as well as overall academic updates on these students.

Person responsible for monitoring outcome

Catherine McNutt, Jennifer Hughes, Stephanie Booth, ESE team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Based on our district-provided Keys to Education Exceptional Students (KEES) success tool, we can better engage our students with disabilities by providing varied instructional strategies (modeling Kagan strategies) and providing consistency with academic expectations. One way

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Morning School and Friday Support - Academic Assistance

Person Monitoring:

Jennifer Hughes

By When/Frequency:

Weekly

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

Students identified as scoring a Level 1 or 2 on most recent statewide progress monitoring assessments will be invited and encouraged to attend weekly tutoring sessions for either ELA or Math, provided by one of our VMS faculty members. These sessions will take place once per week and will be monitored using a common assessment tool - using ALEKS, FAST, or Read180 benchmarks.

Action Step #2

Skill-focused instructional grouping during advisory period (daily) and/or electives

Person Monitoring:

Catherine McNutt, Jennifer Hughes, Chelsea Perry

By When/Frequency:

By Q2 - Daily, Regroup each 4 weeks

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

By the start of Quarter 2, we plan to break our Level 1 and Level 2 ESE students into gen-ed groups based on identified skills for which they show a need for support. They will be offered time during advisory periods 2x per week (35 mins weekly) to build mastery of a specific skill with a teacher who has shown success on the designated area of instruction. At the conclusion of Quarter 2, we will have two sets of statewide progress monitoring data to supplement classroom performance, teacher observational data, and overall academic performance. For students requiring less support, time for intervention will be implemented 1-2x per week during electives. In this way, students will be learning in a smaller and more targeted setting, focused on specific skill-building.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Our school culture will be grounded in PBIS, setting the foundation for positive behaviors and expectations. Fifty-one students on our campus received one or more suspensions last year, so we aim to use PBIS incentives to motivate and celebrate those illustrating positive behavior and reduce misbehavior. The PBIS rewards and activities will also draw students to school, reducing

absenteeism. Based on feeder school data, our attendance rate was 91.5%.

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.

Our goal is to have less than 10% of our student population receive a suspension and to have only 20% of our school receive a referral at all this year. Attendance will be 97%.

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.

Our administration and PBIS team will meet monthly to discuss discipline data and student requests/ desires for PBIS incentives and events. Administration will review this data, as well as attendance data, in our weekly huddle, adjusting PBIS based on the results.

Person responsible for monitoring outcome

Stephanie Booth

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Clear school-wide expectations are essential to establishing a positive school environment. Sharing these expectations regularly, modeling the behaviors, and rewarding students for meeting expectations are essential to PBIS.

Rationale:

When students know what is expected of them, they feel safe and comfortable to focus on learning. Rewarding students for meeting expectations allows them to feel seen and valued and incentivizes the continuation of positive behavior.

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 #1

Establish PBIS team and attend required trainings

Person Monitoring:

By When/Frequency:

Stephanie Booth

July and then monthly

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

Interested teachers and staff will attend PBIS training with the district PBIS team and then monthly. During their training, they will develop school-wide expectations and a plan to roll out PBIS at our new school. The team will create posters, videos, and professional learning for the teachers, staff, and students at the school.

Action Step #2

Develop PBIS incentives and rewards

Person Monitoring:

Stephanie Booth and PBIS Committee

By When/Frequency:

Monthly

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

By polling students, the PBIS committee will determine incentives and rewards for positive behaviors. Students earn PBIS points on Focus and can "cash in" their bucks weekly at The Owlery, our PBIS store. Additionally, students can participate in quarterly PBIS activities, based on the number of bucks earned. Throughout the year, the committee will identify other opportunities to reward positive behaviors, such as student of the month, and identify a process for recognizing teachers and staff to enhance our school culture.

Area of Focus #2**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.

No Answer Entered**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.

No Answer Entered**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.

No Answer Entered**Person responsible for monitoring outcome****Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the

identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:**Action Step #1****Person Monitoring:****By When/Frequency:**

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

Area of Focus #3

Student Attendance

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.

When students attend school regularly, they receive consistent instruction and support. Excessive absences lead to students falling behind and missed opportunities for intervention and enrichment.

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.

According to our feeder data, our students' attendance rate was 90%. Through our interventions, Viera Middle School's attendance will be 95%.

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.

At weekly meetings, administration will discuss attendance. This data also will be reviewed at monthly PBIS meetings. As students accumulate absences, we will follow a process to address absenteeism.

Person responsible for monitoring outcome

Stephanie Booth and Guidance Counselors

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Students will be incentivized to attend school because of the positive school culture. To accumulate PBIS bucks and participate in the rewards and activities, students must attend school.

Rationale:

Through PBIS, Viera Middle School can create a positive school culture that draws students to school. Students will want to participate in PBIS rewards and activities, increasing overall attendance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Non-classroom personnel across campus will serve on Advocacy groups to determine the causes of students' absenteeism and offer supports.

Rationale:

Oftentimes, students miss school due to uncontrollable circumstances. As Tier 2 and Tier 3 interventions, students will be assigned to advocates and counseling to support their needs and those of their families.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

Establish PBIS rewards and incentives

Person Monitoring:

Stephanie Booth and PBIS Committee

By When/Frequency:

Monthly

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

Based on students' feedback, the PBIS committee will include weekly rewards and quarterly activities for students' positive behavior. To participate in these incentives, students have to attend school. Only 5% of our students will accumulate 7 or more unexcused absences.

Action Step #2

Assign advocates and/or counseling to students with 5 or more unexcused absences who are experiencing difficulties attending school

Person Monitoring:

Guidance Team and Social Worker

By When/Frequency:

Weekly

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

Based on weekly attendance reports, the team will identify students with absences and reach out to

families to determine causes. Depending on needs, advocates and/or counseling will assigned to develop relationships and support students on campus. These sessions will help eliminate students' absences

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 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. (ESEA 1114(b)(4))

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

n/a

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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. (ESEA Section 1114(b)(7)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 ESSA, 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). (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. (ESEA 1114(b)(7)(iii)(I))

n/a

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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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. (ESEA section 11149b)(7)(iii)(V)).

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. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

n/a

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.

No

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