

St. Lucie Public Schools

Mosaic Digital Academy K 12



2018-19 Schoolwide Improvement Plan

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Mosaic Digital Academy K 12

9461 BRANDYWINE LN, Port St Lucie, FL 34986

<http://www.stlucie.k12.fl.us/mda>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	33%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	C	I*

School Board Approval

This plan is pending approval by the St. Lucie County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

Mosaic Digital Academy engages students by enhancing learning through a variety of virtual and live experiences to support the whole child, personalizing learning for students and preparing them to be valued ethical contributors in a global society.

Provide the school's vision statement.

Mosaic Digital Academy is known for offering a premier online learning experience with personalized instruction and differentiation. Mosaic Digital Academy provides a learning environment that expands the opportunities available for students whose needs can best be met with state-of-the-art online curriculum, supported by quality online and face-to-face instruction. At the heart of our vision is a commitment to college and career readiness by guiding students from where they are to where they will be. By expanding student educational opportunities, we will:

Employ the new curriculum standards and best practices for online instruction and learning, providing quality and rigor for the 21st century learner.

Build authentic learning experiences that supports students' lifelong learning

Empower all students to achieve new altitudes and increase confidence, and

Meet the needs of a diverse student population

School Leadership Team

Membership

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

Name	Title
Ziemba, Jeanne	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Jeanne Ziemba serves as the principal for the school. This involves the hiring, training, evaluating and supporting all instructional and support staff serving K-5 grades. Additionally, Mrs. Ziemba approves all online curriculum providers and resources utilized for full time and part time student enrollment. Progress monitoring and response to student interventions are also key to this role, providing teacher supports needed to improve student outcomes. Decisions regarding our MTSS is shared through professional faculty meetings both online and in person and through our School Advisory Council.

As a virtual school we have designed our program toward the enriched virtual model, incorporating more personalization and LIVE lessons in our facility. This approach allows our teachers opportunity to build rapport with students and to personalize their instruction to meet students individual needs. Teacher training is ongoing and continues to provide instructors support as they shift from traditional

to online teaching and learning pedagogy.

In order to fund projects or resources beyond federal, state, and local monies, we have written grants, raised funds, and utilized donations in order to meet budgetary needs.

Jeanne Ziemba is the person responsible for meetings and frequency of these sessions. All problem solving activities used to determine how to apply resources for the highest impact is conducted via professional meetings with staff as well as in part via the School Advisory Council.

Early Warning Systems

Year 2017-18

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	
Attendance below 90 percent	0	0	1	0	1	2	0	0	0	0	0	0	0	4
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Thursday 8/23/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	0	0	0	0	0	0	0	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	0	0	0	0	0	0	0	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Learning Gains performed the lowest. This is not a trend however the low cell size has impacted the calculation since the opening of the school.

Which data component showed the greatest decline from prior year?

ELA Learning Gains showed the greatest decline from the prior year however the significant impact of low cell size is the reason for the decline.

Which data component had the biggest gap when compared to the state average?

ELA Learning Gains indicates the biggest gap when compared to the state average, falling 5% below.

Which data component showed the most improvement? Is this a trend?

Math Learning Gains showed the most improvement, increasing by 31%. This is a trend.

Describe the actions or changes that led to the improvement in this area.

We implemented the Imagine Math program as a supplement to the math curriculum and continuously monitored the weekly and benchmark data. Students learning pathways were adjusted as necessary to maximize achievement. Instructors utilized the data to design standards-based targeted math lessons for direct instruction on Live Days and on Class Connect sessions.

School Data

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	94%	57%	60%	62%	49%	55%
ELA Learning Gains	50%	57%	57%	60%	53%	54%
ELA Lowest 25th Percentile	0%	55%	52%	0%	49%	49%
Math Achievement	67%	58%	61%	27%	49%	56%
Math Learning Gains	58%	57%	58%	47%	53%	54%
Math Lowest 25th Percentile	0%	51%	52%	0%	47%	48%
Science Achievement	0%	56%	57%	0%	44%	52%
Social Studies Achievement	0%	74%	77%	0%	65%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0 (1)	0 (0)	1 (0)	0 (0)	1 (0)	2 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	4 (1)
One or more suspensions	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)
Course failure in ELA or Math	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)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (2)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (2)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	0%	46%	-46%	57%	-57%
	2017	0%	49%	-49%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	0%	50%	-50%	56%	-56%
	2017	0%	50%	-50%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	0%	49%	-49%	55%	-55%
	2017	0%	45%	-45%	53%	-53%
Same Grade Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				
09	2018					
	2017					
Cohort Comparison		0%				
10	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	0%	54%	-54%	62%	-62%
	2017	0%	54%	-54%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	0%	57%	-57%	62%	-62%
	2017	0%	56%	-56%	64%	-64%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	0%	55%	-55%	61%	-61%
	2017	0%	48%	-48%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	0%	50%	-50%	55%	-55%
	2017					
Cohort Comparison						
08	2018					
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2017 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 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	To improve Math Achievement and Learning Gains in grades 3-5
Rationale	There is a trend of Math Achievement and Math Learning Gains continuing to underscore our English Language Arts proficiency for the past 3 years. Gaps between vendor-based curriculum which is mastery-based and nationally aligned rather than Florida Standards. There is a concern that the Learning Coach (aka parent) is reading the required script for the offline portion of the math instruction but when the Learning Coach struggles to understand the Common Core approach in the lesson, they show the student how to perform the operation the way they learned it when they were in school.
Intended Outcome	To improve student achievement scores in Math from 67% to 75% and improve learning gains from 58% to 65%
Point Person	Jeanne Ziemba (jeanne.ziemba@stlucieschools.org)

Action Step

Description	<ul style="list-style-type: none"> * Instructor will implement Imagine Math and monitor the data weekly along with pre, mid and post benchmarks * Hold monthly data meetings with instructor to analyze Imagine Math results * Instructors will design standards-based lessons using Imagine Math data * Administrator will observe Live and synchronous lessons
Person Responsible	Fran Pitts (fran.pitts@stlucieschools.org)

Plan to Monitor Effectiveness

Description	Imagine Math Tier results to determine effectiveness of the lessons.
Person Responsible	Fran Pitts (fran.pitts@stlucieschools.org)

Activity #2	
Title	To improve ELA learning gains in grades 3-5
Rationale	While our ELA student achievement was at 94% proficiency our data indicates the greatest decline in our ELA learning gains from the prior year and our biggest gap when compared to the state average.
Intended Outcome	To improve ELA learning gains from 50% to 75% proficiency
Point Person	Jeanne Ziemba (jeanne.ziemba@stlucieschools.org)
Action Step	
Description	<ul style="list-style-type: none"> * Analyze data from various sources and design lessons for targeted standards * Implement Istation Reading and monitor the data weekly along with pre, mid and post benchmarks * Design tutoring sessions to address needs of struggling students that includes continuous spiral review * Conduct Writing workshops
Person Responsible	Fran Pitts (fran.pitts@stlucieschools.org)
Plan to Monitor Effectiveness	
Description	Istation Tier results to determine effectiveness of the lessons, Data Board, Teacher lessons align with state standards and walk-through data
Person Responsible	Fran Pitts (fran.pitts@stlucieschools.org)

Activity #3	
Title	To improve Science proficiency in grade 5
Rationale	Virtual and offline curriculum does not appear to provide students with adequate hands on experiences to interact with scientific application.
Intended Outcome	By offering students an opportunity to learn and apply Science concepts in a lab setting with a certified instructor their proficiency will improve.
Point Person	Jeanne Ziemba (jeanne.ziemba@stlucieschools.org)
Action Step	
Description	<ul style="list-style-type: none"> * Administer the Grade 5 district Science Pre-Test to obtain a baseline * Instructional staff will review baseline data and design lessons to support proficiency * Provide students with "hands on" Science lab experiences on Live Days * Develop a standards based "Hit List" Science study guide and develop experiments that include skills from the list that incorporate practice with the vocabulary
Person Responsible	Jeanne Ziemba (jeanne.ziemba@stlucieschools.org)
Plan to Monitor Effectiveness	
Description	Benchmark results will be reviewed by instructional staff and lessons will be designed to support proficiency. Live lessons and lab days will be refined to support achievement. Post Test will be administered in March
Person Responsible	Jeanne Ziemba (jeanne.ziemba@stlucieschools.org)
Activity #4	
Title	To increase Live Day and Class Connect attendance to provide students with standards based instruction to improve student achievement
Rationale	It is perceived that parents do not see the importance of ensuring their student attends Live Days and/or Class Connects (synchronous online lessons)
Intended Outcome	By increasing student attendance during Live Day and synchronous lessons students will have face to face opportunities with the teacher and to work collaboratively with peers which will increase student achievement in all areas
Point Person	Jeanne Ziemba (jeanne.ziemba@stlucieschools.org)
Action Step	
Description	<ul style="list-style-type: none"> * Communicate weekly informing parents about Live Day and online concepts * Include standards and resources in weekly newsletter to ensure parents are aware of concepts addressed * Monitor attendance during Live Day and synchronous sessions
Person Responsible	Jeanne Ziemba (jeanne.ziemba@stlucieschools.org)
Plan to Monitor Effectiveness	
Description	We will use parent surveys, student attendance in both online lessons and Live Day sessions to determine the level of participation in our intervention efforts.
Person Responsible	Jeanne Ziemba (jeanne.ziemba@stlucieschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

N/A

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Mosaic Digital Academy follows district guidelines in providing guidance or ESE services to students in need of these services. Teachers follow the MTSS process and report concerns with our administrative team as needed. We document all Problem Solving Team meetings as well as follow the IEP process. Teachers are provided a copy of all IEPs and 504 Plans.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

We offer new and returning student orientations at our facility. We have one full time elementary instructor and a school counselor to transition students into our new school environment. We administer the Istation assessments monthly and Imagine Math pathways to obtain data which is used to identify strategies to improve achievement and performance.

We hold a School Choice Open House prior to our enrollment window to inform families of our virtual options and to provide information on how our students are supported in the virtual program options.

We require all parents/ guardians to read and sign our virtual school letter of understanding outlining the expectations of the program. Parents are invited to a Parent Workshop offered in conjunction with our curriculum vendor, K12, inc (also know as Fueleducation).

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

As a virtual school we have designed our program toward the enriched virtual model, incorporating more personalization and LIVE lessons in our facility as well as within the community. This approach allows our teachers opportunity to build rapport with students and to personalize their instruction to meet students individual needs. Specialized instructional training has been required to assist our new staff toward the transition from traditional to online teaching and learning pedagogy. This training is ongoing and helps to serve the individual needs our full time online student population.

In order to fund projects or resources beyond federal, state, and local monies, we have written grants, raised funds, and utilized donations in order to meet budgetary needs.

Jeanne Ziemba is the person responsible for meetings and frequency of these sessions. All problem solving activities used to determine how to apply resources for the highest impact is conducted via professional meetings with staff as well as in part via the School Advisory Council.

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

N/A

Part V: Budget

Total:

\$0.00