

St. Lucie Public Schools

Mosaic Digital Academy (St. Lucie Virtual Franchise) Pt



2021-22 Schoolwide Improvement Plan

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Mosaic Digital Academy (St. Lucie Virtual Franchise) Pt

12051 NW COPPER CREEK DR, Port St. Lucie, FL 34987

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

Demographics

Principal: Jeanne Ziemba

Start Date for this Principal: 8/2/2021

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School 6-12 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2020-21 Title I School | No |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 19% |
| 2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: A (77%) 2017-18: A (80%) 2016-17: A (72%) |
| 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 | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/12/2021.

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.

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12051 NW COPPER CREEK DR, Port St. Lucie, FL 34987

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

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| High School 6-12 | No | 19% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 64% |

School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | A | A | A |

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<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, position title, and job duties/responsibilities for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|----------------|----------------|---------------------------------|
| Ziemba, Jeanne | Principal | |
| Pitts, Fran | | School Advisory Chairman |
| Sloan, Randi | | |

Demographic Information

Principal start date

Monday 8/2/2021, Jeanne Ziemba

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

0

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

6

Total number of teacher positions allocated to the school

16

Total number of students enrolled at the school

447

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

2

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

5

Demographic Data

Early Warning Systems

2021-22

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|----|----|----|----|----|----|----|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 28 | 33 | 28 | 28 | 27 | 28 | 44 | 45 | 53 | 25 | 40 | 28 | 37 | 444 |
| Attendance below 90 percent | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 1 | 2 | 0 | 0 | 7 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 3 | 2 | 3 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 11 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 12 | 9 | 9 | 2 | 0 | 8 | 6 | 2 | 2 | 1 | 51 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 9 | 5 | 4 | 0 | 1 | 0 | 29 |

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 | 4 | 1 | 3 | 2 | 1 | 3 | 1 | 0 | 0 | 0 | 15 |

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 | 0 |
| 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

Tuesday 8/24/2021

2020-21 - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 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 ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

2020-21 - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 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 ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 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 | 0 |
| Students retained two or more times | 0 | 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 | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 91% | 51% | 56% | 88% | 50% | 56% |
| ELA Learning Gains | | | | 69% | 48% | 51% | 77% | 52% | 53% |
| ELA Lowest 25th Percentile | | | | 69% | 36% | 42% | 92% | 43% | 44% |
| Math Achievement | | | | 72% | 40% | 51% | 83% | 40% | 51% |
| Math Learning Gains | | | | 63% | 41% | 48% | 65% | 47% | 48% |
| Math Lowest 25th Percentile | | | | 45% | 38% | 45% | 58% | 41% | 45% |
| Science Achievement | | | | 91% | 71% | 68% | 83% | 68% | 67% |
| Social Studies Achievement | | | | 85% | 68% | 73% | 89% | 62% | 71% |

Grade Level Data Review - State Assessments

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

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |
| | 2019 | 86% | 51% | 35% | 54% | 32% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 91% | 49% | 42% | 52% | 39% |
| Cohort Comparison | | -86% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 94% | 54% | 40% | 56% | 38% |
| Cohort Comparison | | -91% | | | | |
| 09 | 2021 | | | | | |
| | 2019 | 100% | 54% | 46% | 55% | 45% |
| Cohort Comparison | | -94% | | | | |
| 10 | 2021 | | | | | |
| | 2019 | 73% | 51% | 22% | 53% | 20% |
| Cohort Comparison | | -100% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |
| | 2019 | 71% | 47% | 24% | 55% | 16% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 60% | 50% | 10% | 54% | 6% |
| Cohort Comparison | | -71% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 0% | 34% | -34% | 46% | -46% |
| Cohort Comparison | | -60% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2021 | | | | | |
| | 2019 | 94% | 48% | 46% | 48% | 46% |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 83% | 71% | 12% | 67% | 16% |

| CIVICS EOC | | | | | |
|---------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 100% | 67% | 33% | 71% | 29% |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 73% | 68% | 5% | 70% | 3% |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 82% | 51% | 31% | 61% | 21% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 62% | 55% | 7% | 57% | 5% |

Grade Level Data Review - Progress Monitoring Assessments

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

ELA:

- * KG-2nd grades- IStation weekly tracking and monthly diagnostic
- * 3rd-6th grades- ELA: IStation weekly tracking and monthly diagnostic, FSA APM Pre-Post assessments
- * 7th-10th grades: ELA: Khan Academy, FSA APM Pre-Post assessments
- * 11th-12th grades: ELA: Khan Academy

Math:

- * KG-2nd grades- Imagine Math weekly progress and Pre-Mid-Post assessments
- * 3rd-8th grades- Imagine Math weekly progress and Pre-Mid-Post assessments, FSA APM Pre-Post
- * 9th-10th grades- Khan Academy

Science:

- 5th & 8th grades- SLPS Science Unit Assessments Pre-Post assessments

| Grade 6 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |

| Grade 7 | | | | |
|-----------------------|---|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Civics | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |

| Grade 8 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 9 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 10 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 11 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 12 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| | | Grade | | |
|-----------------------|---|-------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| | | Grade | | |
|-----------------------|---|-------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| | | Grade | | |
|-----------------------|---|-------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| | | Grade | | |
|-----------------------|---|-------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade | | | | | |
|-----------------------|---|----------------------|------|--------|--------|
| | | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | | |
| | | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | | |

Subgroup Data Review

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 36 | | | 36 | | | | | | | |
| ELL | 60 | | | 40 | | | | | | | |
| BLK | 72 | 61 | | 55 | 39 | | 56 | | | | |
| HSP | 75 | 68 | 69 | 63 | 59 | 40 | 82 | 77 | 82 | | |
| MUL | 88 | | | 56 | | | | | | | |
| WHT | 75 | 49 | 45 | 64 | 48 | 50 | 82 | 90 | 71 | 93 | 93 |
| FRL | 68 | 53 | 50 | 57 | 46 | 36 | 72 | 59 | 67 | | |
| 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 |
| HSP | 100 | 88 | | 93 | 64 | | | | | | |
| WHT | 82 | 62 | | 61 | 60 | | 88 | 83 | 64 | 94 | 80 |
| 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 |
| HSP | 100 | 82 | | 83 | 55 | | | | | | |
| WHT | 80 | 69 | 90 | 82 | 80 | 70 | 88 | 87 | 79 | 93 | 77 |
| FRL | 100 | 80 | | 90 | 60 | | | | | | |

ESSA Data Review

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

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 70 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 772 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 89% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 36 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 50 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 57 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 68 |

| Hispanic Students | |
|--|-----|
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | 72 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| 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% | |
| White Students | |
| Federal Index - White Students | 69 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 56 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

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

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

The lowest performance component was Math Lowest 25th Percentile. Contributing factors were a decrease in elementary achievement in subgroups 3rd-5th grade math with performance below the district and state comparison, and Algebra 1 proficiency declining 7% from the prior-prior school year. This is a trend as it has been our lowest component for the past 5 years.

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

ELA Achievement data showed the greatest decline from the prior-prior year decreasing by 15% from 91% proficiency to 76% proficiency. In addition, our ELA Lowest 25th Percentile decreased by 14% from 69% proficiency to 55% proficiency.

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

Contributing factors were inconsistent use of the IStation Reading and Khan Academy program usage by identified students as a supplement to the ELA core curriculum and overall lower FSA Text-Based Writing component scores. New actions to address the need for improvement is greater fidelity of the supplemental programs of IStation for 3rd-8th grades and implementation of Achieve 300 for high school students.

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

The most improved component was Social Studies Achievement by maintaining 85% proficiency. While our overall proficiency remained the same, US History went from 75% proficiency to 100% proficiency and Civics went from 100% to 75% proficiency.

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

The US History teacher was a new staff member added for the 2020-2021 school year.

New actions taken:

- * Implementation of Virtual Live Lessons weekly since there were no in-school live days due to Covid-19
- * Practice with different levels of question complexity all year
- * Continuous review throughout the year for test-taking strategies
- * FSA EOC Bootcamp preparation days at school to review all materials with students.

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

Strategies to accelerate learning:

ELA: Istation usage with fidelity KG-8th and implementation of Achieve 3000 for high school students

Math: Imagine Math usage with fidelity KG-8th and Khan Academy for high school Algebra 1 and Geometry students

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.

We will provide MTSS training for all teachers to ensure they have strategies that align with each tier support level. Teachers will have an overview of the MTSS structure for each grade level and understand how students are supported.

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

This year, we have added a Math Interventionist who will provide additional supports to students

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: ELA Achievement data showed the greatest decline from the prior-prior year decreasing by 15% from 91% proficiency to 76% proficiency. Contributing factors that impacted this were a decline of 14% in ELA lowest 25th percentile decreasing from 69% to 55% proficiency. In addition, inconsistent use of the Istation Reading and Khan Academy programs usage by students as a supplement to the ELA core curriculum and overall lower FSA Text-Based Writing component scores.

Measurable Outcome: To improve ELA Achievement from 76% proficiency to 81% proficiency.

Monitoring: Progress monitoring data will be continually tracked and reviewed

Person responsible for monitoring outcome: Jeanne Ziemba (jeanne.ziemba@stlucieschools.org)

Evidence-based Strategy: Implement IStation for 3rd-8th grade students and Achieve 3000 for high school students with fidelity as a supplemental program to core curriculum for struggling readers. In addition we will implement a comprehensive Writing Plan,

Rationale for Evidence-based Strategy: We have found success with the IStation Reading Program when used with fidelity. The Achieve 3000 is a research based program that will be a new implementation for our high school students.

Action Steps to Implement

1. Lower 25th percentile students will participate in reading supports to the core curriculum: IStation for elementary and middle school and Achieve 3000 for high school students.
2. Implement a comprehensive Writing Plan that includes benchmark assessments that will be scored using state provided rubrics and then the teacher will conference with students.
3. Instructors will provide tutoring sessions designed for struggling students based on progress monitoring results as well as progress in their online courses
4. Instructors will review curriculum goal setting for students during newly implemented homeroom sessions on Mondays

Person Responsible: Jeanne Ziemba (jeanne.ziemba@stlucieschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Math Lowest 25th Percentile was our lowest data component at 46% proficiency. Contributing factors were a decrease in 6rd-8th grade math proficiency from prior-prior school year. In addition, our 3rd-5th grade math cells fell below the district and state averages at 29%, 41% and 38% proficiency respectively. Newly hired instructors in 3rd- 5th grades were not familiar with the FLVS math curriculum and struggled with implementing Imagine Math with fidelity as a supplement to the core curriculum. This is a trend as it has been our lowest component for the past 5 years.

Measurable Outcome: To improve Grades 3-8 Math Lowest 25% Percentile from 46% to 51% proficiency.

Monitoring: Diagnostic and progress monitoring data will be continually tracked and reviewed.

Person responsible for monitoring outcome: Jeanne Ziemba (jeanne.ziemba@stlucieschools.org)

Evidence-based Strategy: *Implementation of newly hired Math Interventionist to support struggling students
*Implementation of Imagine Math with fidelity as a supplemental program to core curriculum.

Rationale for Evidence-based Strategy: *This year, the district designated an interventionist position for the school and we chose a math interventionist
*Imagine Math is a research based program that we have used in the past with success when it is implemented with fidelity. As the students continue to utilize the program into middle school the developed practices will carry over and provide the needed remediation of math skills.

Action Steps to Implement

1. Math interventionist will collaborate with the general education teachers and provide supports to struggling math students
2. Administer the Pre, Mid and Post benchmark assessments in Imagine Math to identified 3rd-8th grade students.
2. Identified students will participate in weekly support lessons and the data will be continually reviewed.
3. Teachers will set mastery goals for students (70% minimum) along with the required 3 lessons per week.

Person Responsible Jeanne Ziemba (jeanne.ziemba@stlucieschools.org)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: To improve Math Achievement in EOC's (Algebra 1 and Geometry): We saw a decline in Algebra 1 from 82% to 75% proficiency and Geometry maintained its lower position of 62% proficiency when compared to the prior prior year math subgroup data. In addition, our Math Learning Gains (51%) and Math Lower 25th Percentile (46%) are our lowest components in proficiency.

Measurable Outcome: To improve Algebra 1 to 82% proficiency and Geometry to 70% proficiency

Monitoring: Algebra 1 and Geometry progress will be monitored using Khan Academy data and classroom grades through Math team data reviews

Person responsible for monitoring outcome: Jeanne Ziemba (jeanne.ziemba@stlucieschools.org)

Evidence-based Strategy: Implement Khan Academy Math for all Algebra 1 and Geometry students which is aligned to Florida standards and supported by the District Math Department.

Rationale for Evidence-based Strategy: Khan Academy Math and Math Nation are district resources that support Algebra 1 and Geometry concepts and ideas through a multi media approach. It has been proven effective in the district when used in conjunction with these courses.

Action Steps to Implement

1. Math interventionist will collaborate with math instructors and provide supports to struggling students.
2. Utilize Khan Academy Math pathways tied to standards taught in the core curriculum and tracked
3. Lower 25th percentile students will participate in Khan Academy Math targeted support lessons
4. Instructors will utilize more state assessment examples during Live Day lessons
5. Instructors will provide tutoring sessions designed for struggling students

Person Responsible: Jeanne Ziemba (jeanne.ziemba@stlucieschools.org)

#4. Instructional Practice specifically relating to Differentiation

Area of Focus

Description and Rationale:

Instructional Planning using evidence and research-based strategies.

Measurable Outcome:

All instructional staff will participate in Universal Design for Learning Professional Development

Monitoring:

Specific "look fors" will be built into the evaluation review of instructional lessons. These will be a major topic for instructional feedback.

Person responsible for monitoring outcome:

Jeanne Ziemba (jeanne.ziemba@stlucieschools.org)

Evidence-based Strategy:

All new teachers will receive The Distance Learning Playbook, Grades K-12: Teaching for Engagement and Impact in Grades K-12. This will be followed up by job-embedded professional development throughout the year and addressed during N.E.S.T. meetings.

Rationale for Evidence-based Strategy:

To provide a blueprint for creating instructional goals, methods, materials, and informal assessments that work for everyone-not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individuals.

Action Steps to Implement

Introduce the book during initial N.E.S.T. meeting. Create a Teams channel for weekly discussion on the modules presented in the book. The administrator will conduct walkthroughs of instructor's live lessons for examples of the strategies we have agreed upon to integrate.

Person Responsible

Jeanne Ziemba (jeanne.ziemba@stlucieschools.org)

#5. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: To improve online attendance and progress made according to pacing guide: By increasing student course work completion according to the weekly pacing guide, students will have covered academic content prior to the FSA/EOC assessments which will increase student achievement in all areas.

Measurable Outcome: Students will maintain weekly expected pace percentage progress within a 10% differential and complete all coursework by the semester deadline.

Monitoring: Weekly VSA Student Details Reports will be developed and shared with guidance counselors. It will also be uploaded into Power BI.

Person responsible for monitoring outcome: Fran Pitts (fran.pitts@stlucieschools.org)

Evidence-based Strategy: Using the VSA Student Details Report indicating student pace progress percentages per course, the number of students appearing on the list will decrease each week.

Rationale for Evidence-based Strategy: Students do not always follow best practices for following expected routines (i.e. schedule, pacing guide, logging in consistently). Students complete online course work using a variety of strategies, however they do not always stay on weekly targeted pace in all courses.

Action Steps to Implement

1. Require LIVE Day attendance day 1 of enrollment to learn Student Success Skills that will provide each student with recommended daily schedule, pacing guide and pace percentage expectation for each week of the semester, teacher contact information and course platform walkthrough
2. Weekly School Messenger phone call and email notifications will be sent out every Monday to parents whose student is 10% or more behind pace in any class from the previous week
3. After applying strategies for improving attendance, staff will identify students who remain on the list for 3 or more weeks and then complete a parent/student conference addressing the attendance issues.

Person Responsible: Fran Pitts (fran.pitts@stlucieschools.org)

#6. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: School Climate and Culture including Early Warning Systems: Analysis of teacher and student climate survey results, student discipline data, the number of mental health referrals as well as staff and student attendance data indicate a need to address the social emotional learning needs of our school

Measurable Outcome: The number of mental health referrals will decrease by 10%

Monitoring: Progress will be monitored through district student based surveys.

Person responsible for monitoring outcome: Jeanne Ziemba (jeanne.ziemba@stlucieschools.org)

Evidence-based Strategy: Explicit instruction of SEL utilizing district approved Sanford Harmony curriculum for Kindergarten through 6th 6th and SEL district resources will be implemented weekly for Circles and Shared agreements during the Monday homeroom session. This will provide students opportunity to participate in lessons covering the 5 SEL competencies during the school year.

Rationale for Evidence-based Strategy: Our students are lacking many of these basic life skills needed for success in school, at home and in their community. Intentional focus on cultivating SEL competencies is a proven strategy used to reduce discipline concerns, increase attendance and develop positive learning communities.

Action Steps to Implement

1. Provide staff with professional development on the topics of mental health and follow up coaching.
2. Provide parent workshop on mental health topics along with SEL
3. Provide opportunity for students to participate in SEL lessons by grade level each week.

Person Responsible: Dana Tillberg (dana.tillberg@stlucieschools.org)

Additional Schoolwide Improvement Priorities

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

Our school is not listed on the SafeSchoolsForAlex.org website. I have reached out to Brian Reuther get us added. Once this done I will update this section.

Part IV: Positive Culture & Environment

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

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

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

Our online platform requires parental accounts from the start of enrollment. Parents are also offered informative workshops on how to monitor and support their students in the online platform. Parents are provided success tips and resources to support learning in the home. A schedule of tutoring sessions is also posted on each course announcement page and emailed to the parent via FLVS message center. School Messenger is used to communicate to parents and students as well as our school Facebook page and website.

Our full time school counselors are available to meet with students individually to provide counseling, mentoring, and other pupil services. Several members of our staff have participated in the district's mental health training as well as The Jason Foundation Awareness and Prevention of Youth Suicide.

As a K-12 virtual school we conduct new student orientations via Zoom. We have two full time dedicated guidance counselors who support our Kindergarten through seniors to college and career exploration in support of their outgoing transition. Our school counselors also conduct online check-ins with students in grade 5, and 8 to ensure readiness for the transition.

Online curriculum is first approved by FLDOE and therefore our vendor selection is limited to these. We are a FLVS School Franchise. Our curriculum team has determined the FLVS courses are well-aligned to Florida standards. 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. 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 of our full time and part 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 demands.

Jeanne Ziembra is the person responsible for meetings and the 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 and Faculty Council.

Our full time guidance counselors provide college and career advisement and scholarship information to students. We offer dual enrollment courses in academic and career coursework. We also offer our seniors

the opportunity to take an Executive Internship course preparing them for the workplace in the area of career interest.

This year, we added a school wide homeroom on Mondays to improve our students sense of school belonging. We have also moved our Virtual school teacher-student interactions from Zoom to Teams to improve interactions and relationships.

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

Principal oversees the implementation of positive culture throughout the school.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

| | | | |
|---------------|--------|--|---------------|
| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | \$0.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: Math | \$0.00 |
| 3 | III.A. | Areas of Focus: Instructional Practice: Math | \$0.00 |
| 4 | III.A. | Areas of Focus: Instructional Practice: Differentiation | \$0.00 |
| 5 | III.A. | Areas of Focus: Culture & Environment: Student Attendance | \$0.00 |
| 6 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | \$0.00 |
| Total: | | | \$0.00 |