Mosaic Digital Academy (St. Lucie Virtual Franchise) Pt

2022-23 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: 7/1/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	19%
2021-22 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	2021-22: A (74%) 2018-19: A (77%) 2017-18: A (80%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/11/2022.

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	60%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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

Name	Position Title	Job Duties and Responsibilities
Ziemba, Jeanne	Principal	
Davis, Michael	Assistant Principal	
Pitts, Fran	SAC Member	

Demographic Information

Principal start date
Friday 7/1/2022, Jeanne Ziemba

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

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

7

Total number of teacher positions allocated to the school

14

Total number of students enrolled at the school

290

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

2

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

2

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	13	22	24	18	32	33	35	36	42	36	26	35	32	384
Attendance below 90 percent	3	1	3	7	4	10	0	1	0	0	1	3	0	33
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	5	6	0	1	4	2	1	0	0	19
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	13	13	2	2	3	2	2	1	0	41
Number of students with a substantial reading deficiency	0	0	0	0	0	0	4	2	8	9	4	3	0	30

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	7	8	0	3	3	2	2	0	0	27

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

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

Date this data was collected or last updated

Friday 9/9/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	75%	46%	51%				91%	51%	56%
ELA Learning Gains	67%						69%	48%	51%
ELA Lowest 25th Percentile	59%						69%	36%	42%
Math Achievement	63%	37%	38%				72%	40%	51%
Math Learning Gains	65%						63%	41%	48%
Math Lowest 25th Percentile	52%						45%	38%	45%
Science Achievement	62%	29%	40%				91%	71%	68%
Social Studies Achievement	92%	43%	48%				85%	68%	73%

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	2022					
	2019	86%	51%	35%	54%	32%
Cohort Comparison						
07	2022					
	2019	91%	49%	42%	52%	39%
Cohort Comparison		-86%				
08	2022					
	2019	94%	54%	40%	56%	38%
Cohort Comparison		-91%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	71%	47%	24%	55%	16%
Cohort Comparison						
07	2022					
	2019	60%	50%	10%	54%	6%
Cohort Comparison		-71%				
08	2022					
	2019	0%	34%	-34%	46%	-46%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	94%	48%	46%	48%	46%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	71%	12%	67%	16%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	67%	33%	71%	29%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	68%	5%	70%	3%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	51%	31%	61%	21%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	55%	7%	57%	5%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	37	56	40	38	53						
BLK	71	74	76	54	62	33	62	82			
HSP	80	65	50	67	60	58	56	96	70	100	91
MUL	63	55		61	55						
WHT	73	66	57	63	70	71	68	94	100	100	100
FRL	61	68	73	38	55	55	45			100	94
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		

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
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

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	818
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	0

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%	0

Black/African American Students	
Federal Index - Black/African American Students	64
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	72
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	78
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Math Achievement in 3rd-5th grades demonstrated the largest gap when compared to the state average. Our school average of 36% proficiency was 21% below the state average of 57% in this cluster of math grades. This is a trend as it has been our lowest component for the past 5 years. Although we saw some improvement in Math Learning Gains and Bottom Quartile in 6th Grade through Geometry this year, we are not seeing the results we expect to see at the Elementary grades.

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

*The lowest performance component was Math Bottom Quartile Learning Gains at 52% proficiency. While Algebra 1 and Geometry EOC's demonstrated strong scores (+ 19 and +18 respectively), the contributing factor was a decrease in 3rd-5th grade math proficiency which all fell below the district and state averages.

**In addition, Science Achievement decreased by 13% proficiency from 75% proficiency last year to 62% proficiency this year. While 5th grade proficiency remained the same from the previous school year there was a 12% decline in 8th grade science from 80% proficiency to 68%. In Biology 1, there was a 19% decline from 90% proficiency to 71% 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?

*Potential contributing factors are the FLVS math curriculum at the elementary grade levels, instruction, and/or parenting learning coach influences. New actions to be taken to address the need for math improvement are:
-Replace Imagine Math as our progress monitoring tool and contract with DreamBox Math Learning.
-Growth Mindset Professional Development for staff and offer a version of this training for parents (serving as the Learning Coach in the home).
-Refine Class time instruction further and ensure students are getting the practice they need with the skills they are taught.
-Leverage our Math Interventionist for intervention session support for Grades 4 through Geometry
-Addition of a product that works with Zoom to refine our instruction and engagement with students.

**Potential contributing factors in Science were a new 8th grade science teacher who previously taught high school science and needed to learn 6th, 7th, and 8th, grade standards and Franchise curriculum. With Biology 1, there was a reduced amount of on campus real world experiences such as labs.New actions to be taken to address the need for science improvement are:
- Implementation of PENDA Learning as a support curriculum for the scientific method processes
- Participation in Science Fair for 5th through 8th grades
- Continuation of 5th & 8th Grade SLSP Pre/Post exams with drill down data analysis
- On campus reviews prior to NGSSS Science for 5th & 8th grades as well on campus review prior to the Biology 1 EOC

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

While there was gains in 5 of the data components, the most improved component was Math Learning Gains increasing by 14% from 51% proficiency to 65% proficiency.

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

*Contributing factors for Math Learning Gains taken was the addition of a Math Interventionist who collaborated with math teachers and implemented additional support remediation lessons to identified targeted students.
*Implementation of a master schedule of Virtual Live Lessons weekly by grade level courses
*Supplemental math curriculum for remediation and intervention.
*FSA Boot-camp preparation days at school to review all material with students

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

Strategies to accelerate learning are to continue the Math Interventionist collaborations with the Math teachers and to provide additional support remediation lessons to identified targeted students. In addition, we are changing our supplemental math curriculum to a Dream Box Math which will provide more student data to the teachers about students thought processes, which will enhance intervention and remediation lessons

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.

* DreamBox Math Learning trainings and implementation support
* PENDA Science Learning trainings and implementation support
* Participation in District level Science Fair

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

In Math:
*Continued use of the added Math Interventionist who will provide additional supports to students
*Implementation of new math supplemental curriculum DreamBox Math Learning
In Science:
*Continued Implement SLPS Pre & Post Unit assessments for 5th and 8th grade
*Continued on campus reviews for 5th, grade, 8th grade, and Biology 1 prior to state assessments.

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

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Math Lowest 25th Percentile was our lowest data component at 52% proficiency. Contributing factors were a continued decrease in 3rd-5th grade math proficiency from the previous school year and fell below both the district and state averages at 47%, 27% and 38% proficiency respectively. New instructors in 4th and 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	To improve Grades 3-8 Math Bottom Quartile from 52% to 60% proficiency.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Diagnostic and progress monitoring data will be continually tracked and reviewed.
Person responsible for monitoring outcome:	Jessica Shovan (jessica.shovan@stlucieschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	*Implementation of Math Interventionist to support struggling math students *Implementation of DreamBox Learning Math for grades 3-8
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	* In January of 2022, we were able to implement a designated Math Interventionist who collaborated with math teachers to support students by implementing additional remediation lessons to identified targeted students. As a result, our Math Learning Gains component increased by 14% proficiency and our Bottom Quartile component increased by 6% proficiency. *We have previously used IStation Math and Imagine Math as supplemental supports to the curriculum. Although we saw some improvement over the years, we are not seeing the results we expect to see. We know curriculum and instruction are typical key indicators to focus on however, we do not have the ability to modify or change the curriculum due to the FLVS franchise limitations.

selecting this strategy.

*Implementation of Math Interventionist to support struggling math students
*Implementation of DreamBox Learning Math for grades 3-8

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

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Science Achievement decreased by 13% proficiency from 75% proficiency last year to 62% proficiency this year. While 5th grade proficiency remained the same from the previous school year, there was a 12% decline in 8th grade science from 80% proficiency to 68%. In Biology 1, there was a 19% decline from 90% proficiency to 71% proficiency.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	To improve Science Achievement from 62% proficiency to 70%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	*SLPS Unit Science Pre and Post test 5th & 8th grade data *Scientific Method process towards the completion of SLC Science Fair 5th through 8th grades *Monitor the fidelity of implementation of PENDA Learning
Person responsible for monitoring outcome:	Carrie Kahr (carrie.kahr@stlucieschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	* PENDA Learning which allows students interactions with science labs * A return of participation in SLC Science Fair for 5th grade and middle school students * A return of on campus Biology 1 Laboratory days
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	PENDA Learning is a standardized based district application curriculum that utilizes differentiated instruction. Students will experience the scientific method organically while participating in sciences.

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

* Implement PENDA Learning as a supplement to the science core curriculum and reflection on efficacy
* SLPS Science 5th & 8th grade Pre/Post exams with drill down data analysis for targeting specific standards
* 5th and 8th grade Science on campus review prior to NGSSS Science exams
* Real World Biology 1 Lab experiences
* Biology 1 on campus review prior to the FSA Biology 1 EOC

Person Responsible	Michael Davis (michael.davis@stlucieschools.org)

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Instructional Planning using evidence and research-based strategies. In April 2022, we completed a Best Practices for Inclusive Education (BPIE) School- Level Self- Assessment with a Florida Inclusion Network (FIN) facilitator. In the domain of Instruction and Student Achievement, the team identified the School Priority Indicator of a school wide approach for planning and implementing Universal Design Learning (UDL).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	All instructional staff will participate in Universal Design for Learning Professional Development
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Introduce the book during inital 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)

#4. Positive Culture and Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	To improve online attendance and progress made according to pacing guides and semester calendar time frame. By increasing student course work completion according to the weekly pacing guide, students will have covered academic content prior to the F.A.S.T. Progress Monitoring periods as well as school EOC assessments which will increase student achievement in all areas.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Students will maintain weekly expected pace percentage progress within a 6% differential and complete all coursework by the semester deadline.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Bi-Weekly VSA Student Details Reports will be developed and uploaded into Power BI and also shared with guidance counselors.
Person responsible for monitoring outcome:	Fran Pitts (fran.pitts@stlucieschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Frequent progress monitoring of student completion percentages and detailed notification with recommended strategies sent to parents in a timely manner. Communication bulletin for students to stay connected and to increase awareness of expectations. Required attendance for weekly homeroom sessions and Class time sessions with instructors.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

* 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 walk-through
*Weekly School Messenger phone call and email notifications will be sent out every Monday to parents whose student is 6% or more behind pace in any class from the previous week
*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   Michael Davis (michael.davis@stlucieschools.org)

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

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	To address school climate and culture and include Early Warning Systems as it relates to components of required instruction under House Bill 7.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The number of mental health referrals will decrease by 10%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress will be monitored through district student based surveys and Mental Health Collaborative Referrals
Person responsible for monitoring outcome:	April Mincey (april.mincey@stlucieschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	*KG-5th: Explicit instruction in Life Skills management utilizing district approved Sanford Harmony 3rd Edition curriculum weekly during homeroom *6th-8th: Explicit instruction in Life Skills management utilizing district approved Lions' Quest curriculum weekly during homeroom *9th-12th: Explicit instruction in Life Skills management utilizing district approved Circles & Agreements weekly during homeroom *9th: Explicit instruction in Life Skills management utilizing district approved Suite 360: Mental Health Component via Leadership Skills Development.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 Life management competencies is a proven strategy used to reduce discipline concerns, increase attendance and develop positive learning communities.

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

*Provide staff with professional development on the topics of mental health and follow up coaching.
*Provide parent workshop on mental health topics along with Life Management Skills
*Provide opportunity for students to participate in Life Management lessons by grade level each week.

Person Responsible   Michael Davis (michael.davis@stlucieschools.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Positive Culture & Environment

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

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

Our online platform requires parental accounts from the start of enrollment. Parents are also offered informative workshops on monitoring and supporting their students on the online platform. In addition, 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 with 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 grades 5 and 8 to ensure readiness for the transition.

FLDOE first approves the online curriculum, 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 with 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 to build rapport with students and personalize their instruction to meet students' individual needs. Specialized instructional training has been required to assist our new staff in transitioning from traditional to online teaching and learning pedagogy. This ongoing training helps serve the individual needs of our full-time and part-time online student population.

Our full-time guidance counselors provide students with information on college and career advisement and scholarship. In addition, we offer dual enrollment courses in academic and career coursework. We also allow our seniors to take an Executive Internship course, preparing them for the workplace in the area of career interest.

Last year, we added a school-wide homeroom on Mondays to improve our students' sense of school belonging. Our Virtual school teacher-student interactions through Zoom improves interactions and relationships.

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

Principal oversees the implementation of positive culture throughout the school.