Pinellas County Schools

Pinellas Virtual Franchise

2022-23 Schoolwide Improvement Plan

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Pinellas Virtual Franchise

305 4TH AVE SW, Largo, FL 33770

virtualschool.pcsb.org

Demographics

Principal: Mandy Perry

Start Date for this Principal: 9/3/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-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)	20%
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: B (55%) 2018-19: A (66%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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)
Combination School KG-12	No	20%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

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

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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.

Expanding access for all Pinellas County students to rigorous, relevant curriculum that incorporates skills and knowledge students need to succeed in the 21st century.

Provide the school's vision statement.

100% Student Success

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
Perry, Mandy	Principal	The Principal provides instructional leadership for the planning, management, operation and evaluation of the Pinellas Virtual School. The Principal works with teachers to ensure that each child successfully completes his/her instruction program. The Principal manages the overall school operation working with parents, students, support staff and certified teachers who “virtually” facilitate a student instructional program. The Principal manages Pinellas Virtual School and its human resources to attain school goals by providing evidence of effective instruction that results in student achievement, as recognized through defined learning gains and survey results. The Principal supports the instructional process with specific responsibility for managing all programs/services; providing information/serving as a resource to others; and supervising all staff. The Principal will also oversee personal and professional growth activities of assigned staff.
Fresia, Michael	Teacher, K-12	Team leader, provide instructional coaching, facilitate training and monitor data.
Hall, Marcia	Teacher, K-12	Team leader, provide instructional coaching, facilitate training and monitor data.
O'Keefe, Timothy	Teacher, K-12	Team leader, provide instructional coaching, facilitate training and monitor data.
Stradling, Lori	Teacher, ESE	Team leader, provide instructional coaching, facilitate training and monitor data.
Tompkins, Elizabeth	Teacher, K-12	Team leader, provide instructional coaching, facilitate training and monitor data.
Whitehurst, Karen	Teacher, K-12	Team leader, provide instructional coaching, facilitate training and monitor data.

Demographic Information

Principal start date

Tuesday 9/3/2013, Mandy Perry

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.*

0

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.*

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

314

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

6

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

0

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	0	14	26	20	10	23	21	33	44	30	21	32	40	314
Attendance below 90 percent	0	1	1	0	1	2	1	3	4	1	0	1	3	18
One or more suspensions	0	0	0	0	0	0	0	2	1	0	2	0	2	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	1	1	0	3
Course failure in Math	0	0	0	0	0	0	1	2	1	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	1	4	4	3	9	2	1	6	2	32
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	8	10	9	7	9	6	8	9	9	75
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	2	0	0	0	0	0	2

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	1	0	0	0	0	0	0	2	0	2	3	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	2	0	2

Date this data was collected or last updated

Tuesday 6/7/2022

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	70	72	52	59	50	99	68	66	69	46	63	78	71	863
Attendance below 90 percent	0	1	3	3	1	2	2	3	2	6	4	6	4	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	0	0	0	0	0	0	1	0	0	4	4	10
Course failure in Math	0	0	0	0	0	0	0	2	1	5	3	4	1	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	2	0	2	1	0	0	0	5
Number of students with a substantial reading deficiency	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	1	0	0	3	1	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	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	70	72	52	59	50	99	68	66	69	46	63	78	71	863
Attendance below 90 percent	0	1	3	3	1	2	2	3	2	6	4	6	4	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	0	0	0	0	0	0	1	0	0	4	4	10
Course failure in Math	0	0	0	0	0	0	0	2	1	5	3	4	1	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	2	0	2	1	0	0	0	5
Number of students with a substantial reading deficiency	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	1	0	0	3	1	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	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	64%	55%	55%				73%	70%	61%
ELA Learning Gains	57%						60%	63%	59%
ELA Lowest 25th Percentile	33%						58%	56%	54%
Math Achievement	45%	34%	42%				70%	72%	62%
Math Learning Gains	45%						61%	63%	59%
Math Lowest 25th Percentile	41%							54%	52%
Science Achievement	63%	57%	54%				59%	64%	56%
Social Studies Achievement	76%	57%	59%				90%	81%	78%

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**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	56%	-56%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	0%	56%	-56%	58%	-58%
Cohort Comparison		0%				
05	2022					
	2019	0%	54%	-54%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	0%	51%	-51%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	0%	51%	-51%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	80%	55%	25%	56%	24%
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	62%	-62%	62%	-62%
Cohort Comparison		0%				
04	2022					
	2019	0%	64%	-64%	64%	-64%
Cohort Comparison		0%				
05	2022					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	0%	60%	-60%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019	0%	44%	-44%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	0%	60%	-60%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	55%	31%	24%	46%	9%
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	43%	51%	-8%	48%	-5%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	73%	62%	11%	67%	6%

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	90%	68%	22%	71%	19%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	87%	70%	17%	70%	17%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	55%	30%	61%	24%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	75%	56%	19%	57%	18%

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	31	36	42	23	41	36	40	63			
BLK	45	37		22	17	30	54	38			
HSP	80	69		51	56		71	71		93	38
MUL	60	63		45	42						
WHT	61	56	30	47	48	42	62	85	54	91	46
FRL	56	48	29	37	38	32	50	62	40	76	42

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	43	39		22	22			75			
ELL				45							
BLK	65	46		15	25						
HSP	61	47	33	44	33	20	52	73			
MUL	56	36		47	31						
WHT	71	60	48	59	44	46	75	75	56	89	29
FRL	58	44	50	40	36	30	64	73	31		

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
WHT	75	58		69	60		63	90	60		
FRL	79	50		67	64			91			

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)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	608
Total Components for the Federal Index	11
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66

Hispanic Students	
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	53
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	57
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	46
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?

FSA data across grade levels shows a need for a continued focus on math. Math scores have dropped by 25% during the last two years. Decreases have been seen across all grades levels and subgroups. ELA has experienced a 9% decrease overall with decreases seen at all grades levels and subgroups with the exception of grade 10. Social Studies (14%) has also experienced decreases. Science has decreased as well.

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

Math performance lags behind ELA performance, for all students. A smaller percentage of students are proficient in math skills across all grade levels and sub groups.

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

Online learning environment allows for larger class sizes, which limits the time and opportunities for teachers to conduct targeted intervention with smaller groups of students. Learning math online is very challenging. Extra supports are needed.

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

10th Grade ELA had the most improvement overall.

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

Added success coaching as needed at all grade levels to target lack of engagement.

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

Grade level instruction and materials will continue to be used during whole group class time. Data will be collected and reviewed monthly to identify needs and gaps.

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.

Three books will be used during monthly PLCs, Math Misconceptions,The 5 Practices in Practice, and Teach Like a Champion.
The strategies learned in these books will be implemented in the K-12 classrooms and then data will be collected and shared during monthly meetings.
Best practices for students in the online setting will be shared during the monthly Staff Meetings.
Teachers will be trained on data analysis.
Teachers will be provided opportunities to observe other teachers conduct live lessons or watch recording of others live lessons to conduct a peer review.

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

Teachers will be provided with, and encouraged to seek out, additional opportunities for professional development with a focus on accelerating learning of low performing students. Funding and a unit to support success coaching will need to continue.

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 ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Upon review of state assessment data we saw decreasing achievement in ELA from grades 4, 5, 6, 8 and 9, but increases in achievement for grades 3, 7 and 10. Overall we outperformed in ELA both the state and district, with two exceptions in grade 5 and 9. An emphasis will be placed on differentiated ELA instruction for all subgroups to improve student learning in ELA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of May 2023, student achievement in grade 3 will increase by 2% By the end of May 2023, student achievement in grade 4 will increase by 4% By the end of May 2023, student achievement in grade 5 will increase by 5% By the end of May 2023, student achievement in grade 6 will increase by 4% By the end of May 2023, student achievement in grade 7 will increase by 2% By the end of May 2023, student achievement in grade 8 will increase by 5% By the end of May 2023, student achievement in grade 9 will increase by 3% By the end of May 2023, student achievement in grade 10 will increase by 3%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	ELA universal screening will occur at regular intervals through face-to-face FAST, Florida's Assessment of Student Thinking, for all Kindergarten through 10th grade students as well as 11th and 12th grade students who have not met the ELA assessment requirement for graduation. Student data will be monitored and analyzed to ensure progress is being achieved throughout the school year. Data will be shared with ELA and reading instructors in order to support differentiated instruction.
Person responsible for monitoring outcome:	Mandy Perry (perrym@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	"In the context of an RTI prevention model, universal screening is the first step in identifying the students who are at risk for learning difficulties. It is the mechanism for targeting students who struggle to learn when provided a scientific, evidence-based general education (Jenkins, Hudson, & Johnson, 2007). Universal screening is typically conducted three times per school year: fall, winter, and spring. Universal screening measures consist of brief assessments focused on target skills that are highly predictive of future outcomes (Jenkins, 2003).” http://www.rtinetwork.org/learn/research/universalscreening-within-a-rti-model.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Progress monitoring is an assessment technique which tells educators areas of student strength and weakness related to benchmarks and standards. Collected data allows instructors to adjust instruction and differentiate based on student needs. Through regular assessment intervals instructors are able to determine if strategies used are effective and can provide further remediation if needed. Through increased training and focus on instruction, instructors will understand and implement strategies to support students who struggle. Tier 1 and Tier 2 instructional strategies will be used to support students in areas of achievement and learning gains.

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.

Universal screening through FAST, Florida's Assessment of Student Thinking during PM 1 (fall) and PM 2 (winter).

Person Responsible Mandy Perry (perrym@pcsb.org)

ELA teachers will track T2 instructional strategies and compare to assessment data to determine if differentiated instructional methods are effectively making an impact on student learning. ELA teachers will analyze subgroup assessment data and collaborate to share best practices through our organized Data Days as well as virtually throughout the school year.

Person Responsible Karen Whitehurst (whitehurstka@pcsb.org)

ELA teachers will provide study guides for Discussion Based Assessments (DBAs) and a review of guided notes.

Person Responsible Karen Whitehurst (whitehurstka@pcsb.org)

Offer additional live lesson sessions with smaller groups.

Person Responsible Karen Whitehurst (whitehurstka@pcsb.org)

ELA and reading teachers receive professional development around B.E.S.T. benchmarks.

Person Responsible Mandy Perry (perrym@pcsb.org)

ELA teachers will use iStation K-5 for additional support and supplementation for L1 and L2 students.

Person Responsible Marcia Hall (hallmarc@pcsb.org)

#2. 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.	Upon review of state assessment data we saw decreasing achievement in math from grades 3, 4, 5, 6, 7, and 8, as well as, Algebra 1. Increases in achievement for Geometry. Overall we outperformed in Math both the state and district for grades 7 and 8 and in Algebra 1 and Geometry. An emphasis will be placed on differentiated math instruction for all subgroups to improve student learning in math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of May 2023, student achievement in grade 3 will increase by 25% By the end of May 2023, student achievement in grade 4 will increase by 25% By the end of May 2023, student achievement in grade 5 will increase by 25% By the end of May 2023, student achievement in grade 6 will increase by 4% By the end of May 2023, student achievement in grade 7 will increase by 6% By the end of May 2023, student achievement in grade 8 will increase by 7% By the end of May 2023, student achievement in Algebra 1 EOC will increase by 15% By the end of May 2023, student achievement in Geometry EOC will increase by 12%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Math universal screening will occur at regular intervals through IXL, and FAST, Florida's Assessment of Student Thinking, for all Kindergarten through 8th grade students, those enrolled in Algebra 1 and Geometry as well as, 11th and 12th grade students who have not met the Algebra 1 EOC assessment requirement for graduation. Student data will be monitored and analyzed to ensure progress is being achieved throughout the school year. Data will be shared with math instructors in order to support differentiated instruction.
Person responsible for monitoring outcome:	Mandy Perry (perrym@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	"In the context of an RTI prevention model, universal screening is the first step in identifying the students who are at risk for learning difficulties. It is the mechanism for targeting students who struggle to learn when provided a scientific, evidence-based general education (Jenkins, Hudson, & Johnson, 2007). Universal screening is typically conducted three times per school year: fall, winter, and spring. Universal screening measures consist of brief assessments focused on target skills that are highly predictive of future outcomes (Jenkins, 2003).” http://www.rtinetwork.org/learn/research/universalscreening-within-a-rti-model.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	Progress monitoring is an assessment technique which tells educators areas of student strength and weakness related to benchmarks and standards. Collected data allows instructors to adjust instruction and differentiate based on student needs. Through regular assessment intervals instructors are able to determine if strategies used are effective and can provide further remediation if needed. Through increased training and focus on instruction, instructors will understand and implement strategies to support students who struggle. Tier 1 and Tier 2 instructional

resources/criteria used for selecting this strategy.	strategies will be used to support students in areas of achievement and learning gains.

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.

Universal screening through IXL will occur at varying intervals as needed and through FAST, Florida's Assessment of Student Thinking during PM 1 (fall) and PM 2 (winter).

Person Responsible	Mandy Perry (perrym@pcsb.org)

Math teachers will track T2 instructional strategies and compare to assessment data to determine if differentiated instructional methods are effectively making an impact on student learning. Math teachers will analyze subgroup assessment data and collaborate to share best practices through our organized Data Days as well as virtually throughout the school year.

Person Responsible	Michael Fresia (fresiam@pcsb.org)

Math teachers will provide study guides for Discussion Based Assessments (DBAs) and a review of guided notes.

Person Responsible	Michael Fresia (fresiam@pcsb.org)

Offer additional live lesson sessions with smaller groups.

Person Responsible	Michael Fresia (fresiam@pcsb.org)

K-5 Math teachers will supplement curriculum with paper worksheets related to content material.

Person Responsible	Marcia Hall (hallmarc@pcsb.org)

Math teachers receive professional development around B.E.S.T. benchmarks.

Person Responsible	Mandy Perry (perrym@pcsb.org)

K-5 Math teachers will support and supplement through the use of Dreambox for L1 and L2 students.

Person Responsible	Marcia Hall (hallmarc@pcsb.org)

#3. 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.**	Upon review of state assessment data we saw decreasing achievement in Science from grades 5 and 8, as well as decreases in Biology EOC. Overall we outperformed in Science both the state and district. An emphasis will be placed on differentiated Science instruction for all subgroups to improve student learning in Science.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the end of May 2023, student achievement in grade 5 will increase by 5% By the end of May 2023, student achievement in grade 8 will increase by 2% By the end of May 2023, student achievement in Biology will increase by 8%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Teachers will log student attendance, and a description of live lesson content, in VSA. Administration will review these logs for fidelity, bi-annually, through VSA and Educator walk-throughs.
Person responsible for monitoring outcome:	Mandy Perry (perrym@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Learning gains will be evaluated throughout the semester through discussion based assessments, module exams, and final exams. Student progress will also be reviewed to demonstrate successful completion of courses without the use of extensions.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Through monitoring student data, and providing skill specific opportunities for review and mastery, student learning gains will increase on NGSSS formatives.

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.

Live lessons will focus on teaching concepts and skills while incorporating NGSSS style questions.

Person Responsible Timothy O'Keefe (okeefet@pcsb.org)

Two months prior to the NGSSS 5th and 8th Grade Science Assessment and the Biology EOC, teachers will incorporate test prep and study skills into live lessons and Discussion Based Assessments (DBAs).

Person Responsible Timothy O'Keefe (okeefet@pcsb.org)

Science teachers will provide study guides for Discussion Based Assessments (DBAs) and a review of guided notes.

Person Responsible Timothy O'Keefe (okeefet@pcsb.org)

Offer additional live lesson sessions with smaller groups.

Person Responsible Timothy O'Keefe (okeefet@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Upon review of state assessment data we saw decreasing achievement in Social Studies from the Civics and US History EOCs. Overall we outperformed in Social Studies both the state and district. An emphasis will be placed on differentiated Social Studies instruction for all subgroups to improve student learning in Social Studies.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the end of May 2023, student achievement in Civics will increase by 5% By the end of May 2023, student achievement in US History will increase by 9%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Teachers will log student attendance, and a description of live lesson content, in VSA. Administration will review these logs for fidelity, bi-annually, through VSA and Educator walk-throughs.
Person responsible for monitoring outcome:	Mandy Perry (perrym@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Learning gains will be evaluated throughout the semester through discussion based assessments, module exams, and final exams. Student progress will also be reviewed to demonstrate successful completion of courses without the use of extensions.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Through monitoring student data, and providing skill specific opportunities for review and mastery, student learning gains will increase on NGSSS formatives.

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.

Live lessons will focus on teaching concepts and skills while incorporating NGSSS style questions.	
Person Responsible	Elizabeth Tompkins (tompkinsel@pcsb.org)
Two months prior to the NGSSS Civics EOC and US History EOC, teachers will incorporate test prep and study skills into live lessons and Discussion Based Assessments (DBAs).	
Person Responsible	Elizabeth Tompkins (tompkinsel@pcsb.org)
Social Studies teachers will provide study guides for Discussion Based Assessments (DBAs) and a review of guided notes.	
Person Responsible	Elizabeth Tompkins (tompkinsel@pcsb.org)
Offer additional live lesson sessions with smaller groups.	
Person Responsible	Elizabeth Tompkins (tompkinsel@pcsb.org)

#5. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Pinellas Virtual School is working to increase students college and career acceleration in the virtual school environment. We are working to increase our course offerings for AP Courses and Dual Enrollment courses to improve access for virtual students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Fifty percent of Pinellas Virtual Seniors will graduate with either an AP Credit or a Dual Enrollment credit.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Student transcripts will be monitored by school counselor to ensure that all students have the appropriate courses to meet this goa
Person responsible for monitoring outcome:	Evelyn Irizarry (irizarrye@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1) Senior transcripts will reflect that students earned either AP credit and Dual Enrollment credit. 2) By May of their Junior year, student transcripts will be reviewed to ensure that they have achieved the requisite credit. If they have not met this requirement, they will have the requisite courses scheduled for their Senior year.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy.** **Describe the resources/criteria used for selecting this strategy.**	Intentional monitoring of student enrollment in college and career courses will ensure that all students are afforded the opportunity to earn either a AP credit and/or Dual Enrollment credit.

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.

Students and parents will be made aware of, and encouraged to enroll in, AP and Dual Enrollment courses.

Person Responsible Evelyn Irizarry (irizarrye@pcsb.org)

All Senior transcripts will be reviewed by September 31st to ensure that they are on track to meet this requirement.

Person Responsible Evelyn Irizarry (irizarrye@pcsb.org)

All Junior transcripts will be reviewed by December to ensure that they are on track to meet this requirement their Senior year.

Person Responsible Evelyn Irizarry (irizarrye@pcsb.org)

All Sophomore transcripts will be reviewed by May to ensure that they are on track to meet this requirement.

Person Responsible Evelyn Irizarry (irizarrye@pcsb.org)

When necessary, schedules will be adjusted to ensure that all students are provided with this opportunity.

Person Responsible	Evelyn Irizarry (irizarrye@pcsb.org)

#6. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Ensure school has systems of support for meeting state graduation standards to meet the personalized needs of ALL students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of May 2023, student graduation rate will by 90%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The PCS Cohort Reporting System will be utilized as needed and appropriate to progress monitor each factor impacting graduation rate and implementing interventions at the whole school, grade level, course level, or student level.
Person responsible for monitoring outcome:	Mandy Perry (perrym@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Set measures for success for counselors to meet with students to help them set goals. Increase communication with parents from monthly to weekly as needed to ensure student success. Ensure students engage in credit recovery offered at schools in district. Provide success plans to help guide families to success.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	These strategies are needed to assist students by ensuring they complete all graduation requirements for on-time graduation.

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.

11th and 12th grade transcripts will be reviewed by September 1 to ensure they have a passing Alg 1 EOC score or concordant test score and a passing state test score for ELA/Reading (10th Grade assessment) or concordant test score.

Those without will be schedule for the Fall Retake Test and all subsequent opportunities to come in and test.

Person Responsible	Evelyn Irizarry (irizarrye@pcsb.org)

School counselor will provide Tier 2 support to provide interventions and move to Tier 3 for individual students needing additional interventions to graduate on time.

Person Responsible	Evelyn Irizarry (irizarrye@pcsb.org)

#7. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Upon review of state assessment data we saw decreasing achievement in Math and ELA for Black students. An emphasis will be placed on differentiated ELA and Math instruction for all Black student learning in ELA and Math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of May 2023, black student achievement in ELA and Math will increase by 5%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	ELA and Math universal screening will occur at regular intervals through face-to-face FAST, Florida's Assessment of Student Thinking, for all Black students Kindergarten through 10th grade as well as 11th and 12th grade Black students who have not met the ELA assessment requirement for graduation. Black student data will be monitored and analyzed to ensure progress is being achieved throughout the school year. Data will be shared with ELA and math instructors in order to support differentiated instruction.
Person responsible for monitoring outcome:	Mandy Perry (perrym@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	"In the context of an RTI prevention model, universal screening is the first step in identifying the students who are at risk for learning difficulties. It is the mechanism for targeting students who struggle to learn when provided a scientific, evidence-based general education (Jenkins, Hudson, & Johnson, 2007). Universal screening is typically conducted three times per school year: fall, winter, and spring. Universal screening measures consist of brief assessments focused on target skills that are highly predictive of future outcomes (Jenkins, 2003).” http://www.rtinetwork.org/learn/research/universalscreening-within-a-rti-model.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	Progress monitoring is an assessment technique which tells educators areas of student strength and weakness related to benchmarks and standards. Collected data allows instructors to adjust instruction and differentiate based on student needs. Through regular assessment intervals instructors are able to determine if strategies used are effective and can provide further remediation if needed. Through increased training and focus on instruction, instructors will understand and implement strategies to support students who struggle. Tier 1 and Tier 2

used for selecting this strategy.	instructional strategies will be used to support students in areas of achievement and learning gains.

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.

Universal screening through FAST, Florida's Assessment of Student Thinking during PM 1 (fall) and PM 2 (winter).

Person Responsible	Mandy Perry (perrym@pcsb.org)

ELA teachers will track T2 instructional strategies and compare to assessment data to determine if differentiated instructional methods are effectively making an impact on student learning. ELA teachers will analyze subgroup assessment data and collaborate to share best practices through our organized Data Days as well as virtually throughout the school year.

Person Responsible	Karen Whitehurst (whitehurstka@pcsb.org)

Math teachers will track T2 instructional strategies and compare to assessment data to determine if differentiated instructional methods are effectively making an impact on student learning. Math teachers will analyze subgroup assessment data and collaborate to share best practices through our organized Data Days as well as virtually throughout the school year.

Person Responsible	Michael Fresia (fresiam@pcsb.org)

Teachers will provide study guides for Discussion Based Assessments (DBAs) and a review of guided notes.

Person Responsible	Mandy Perry (perrym@pcsb.org)

Offer additional live lesson sessions with smaller groups.

Person Responsible	Mandy Perry (perrym@pcsb.org)

#8. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Upon review of state assessment data we saw decreasing achievement in Math and ELA for SWD students. An emphasis will be placed on differentiated ELA and Math instruction for all SWD student learning in ELA and Math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of May 2023, SWD student achievement in ELA and Math will increase by 5%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	ELA and Math universal screening will occur at regular intervals through face-to-face FAST, Florida's Assessment of Student Thinking, for all SWD students Kindergarten through 10th grade as well as 11th and 12th grade SWD students who have not met the ELA assessment requirement for graduation. SWD student data will be monitored and analyzed to ensure progress is being achieved throughout the school year. Data will be shared with ELA and math instructors in order to support differentiated instruction.
Person responsible for monitoring outcome:	Mandy Perry (perrym@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	"In the context of an RTI prevention model, universal screening is the first step in identifying the students who are at risk for learning difficulties. It is the mechanism for targeting students who struggle to learn when provided a scientific, evidence-based general education (Jenkins, Hudson, & Johnson, 2007). Universal screening is typically conducted three times per school year: fall, winter, and spring. Universal screening measures consist of brief assessments focused on target skills that are highly predictive of future outcomes (Jenkins, 2003).” http://www.rtinetwork.org/learn/research/universalscreening-within-a-rti-model.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	Progress monitoring is an assessment technique which tells educators areas of student strength and weakness related to benchmarks and standards. Collected data allows instructors to adjust instruction and differentiate based on student needs. Through regular assessment intervals instructors are able to determine if strategies used are effective and can provide further remediation if needed. Through increased training and focus on instruction, instructors will understand and implement strategies to support students who struggle. Tier 1 and Tier 2

used for selecting this strategy.	instructional strategies will be used to support students in areas of achievement and learning gains.

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.

Universal screening through FAST, Florida's Assessment of Student Thinking during PM 1 (fall) and PM 2 (winter).

Person Responsible	Mandy Perry (perrym@pcsb.org)

ELA teachers will track T2 instructional strategies and compare to assessment data to determine if differentiated instructional methods are effectively making an impact on student learning. ELA teachers will analyze subgroup assessment data and collaborate to share best practices through our organized Data Days as well as virtually throughout the school year.

Person Responsible	Karen Whitehurst (whitehurstka@pcsb.org)

Math teachers will track T2 instructional strategies and compare to assessment data to determine if differentiated instructional methods are effectively making an impact on student learning. Math teachers will analyze subgroup assessment data and collaborate to share best practices through our organized Data Days as well as virtually throughout the school year.

Person Responsible	Michael Fresia (fresiam@pcsb.org)

Teachers will provide study guides for Discussion Based Assessments (DBAs) and a review of guided notes.

Person Responsible	Lori Stradling (stradlingl@pcsb.org)

Offer additional live lesson sessions with smaller groups and specific differential instruction related to student's IEP.

Person Responsible	Lori Stradling (stradlingl@pcsb.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.

Perry, Mandy, perrym@pcsb.org

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. Â§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	Perry, Mandy, perrym@pcsb.org

Positive Culture & Environment

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

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

Area of Focus: Increasing parent and family engagement to increase academic achievement. This is a central part to student success in the virtual school as seen through our Learning Coach requirement.

Strategies: Each PVS FT student has a Learning Coach, a parent or other responsible adult designated by the parents, who works with them in person, under the guidance of a Florida-certified professional teacher. Whether a parent's role is a Learning Coach, or as someone providing oversight to the Learning Coach, all parents and guardians are intimately familiar with their child's progress on a day-to-day basis. The Learning Coaches are directly involved with students' day-to-day learning.

Teachers communicate with parents and students, once a month, in regards to grades and pacing. If a student does not submit work weekly, this communication becomes more frequent.

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

Action Steps: Increase our PBIS system to include the PBIS rewards system to recognize positive behaviors and to address concerning behavior.

Teachers foster student growth by providing specific feedback on all written assignments. Feedback is designed to inform students of what they did well and areas where they could improve. Students are encouraged to utilize this feedback to reassess their submissions.

Teachers support students during discussion based assessments. During these conversations, teachers seek to determine what standards students have mastered, while reteaching content where students display weakness. In order to provide support, teachers will start these conversations with higher order thinking questions, and then scaffold the questions when necessary to build student confidence and success.

Provide our parent/guardians and Learning Coaches with the tools and training necessary to support their students.