

Santa Rosa County School District

Santa Rosa Virtual Franchise School



2023-24

Schoolwide Improvement Plan (SIP)

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Santa Rosa Virtual Franchise

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School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/12/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Santa Rosa Blended Academy provides a learning option for students who desire a high-quality, technology-rich, academic experience that will equip them with the skills and knowledge required to be successful.

Provide the school's vision statement.

The students of Santa Rosa Blended Academy will be productive, successful contributors to an ever-changing society.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Austin, Laura	Principal	<ul style="list-style-type: none"> *Directs and coordinates educational, administrative, and counseling activities of primary or secondary school; *Develops and evaluates educational program to ensure conformance to state and school board standards; *Develops and coordinates educational programs through meetings with staff, review of teachers' activities, and issuance of directives; *Confers with teachers, students, and parents concerning educational and behavioral problems in school; *Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services.
Hullett, Jolie	Assistant Principal	<ul style="list-style-type: none"> *Directs and coordinates educational, administrative, and counseling activities of primary or secondary school; *Develops and evaluates educational program to ensure conformance to state and school board standards; *Develops and coordinates educational programs through meetings with staff, review of teachers' activities, and issuance of directives; *Confers with teachers, students, and parents concerning educational and behavioral problems in school; *Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services.
Drinkard, Paula	School Counselor	<ul style="list-style-type: none"> *Listens to students' concerns about academic, emotional or social problems; *Helps students process their problems and plan goals and action; *Mediates conflict between students and teachers; *Helps to improve parent/teacher relationships; *Assists with college applications, jobs and scholarships; *Refers students to psychologists and other mental health resources.
Carroll, Freda	School Counselor	<ul style="list-style-type: none"> *Listens to students' concerns about academic, emotional or social problems; *Helps students process their problems and plan goals and action; *Mediates conflict between students and teachers; *Helps to improve parent/teacher relationships; *Assists with college applications, jobs and scholarships; *Refers students to psychologists and other mental health resources.
Sharp, Lynn	Other	<ul style="list-style-type: none"> *Supports instructional staff and school site administrators in the administering of national, state, local, and district assessments; *Interpreting test results and provide written interpretation and analysis for school and individual teacher use; *Analyzes assessment data to assist school leaders in data driven decision-making; *Managing the implementation and certification of required state and district testing; *Organizing, managing, and implementing all standardized testing within the building, including training of staff, maintaining accurate and complete records, coordinating distribution and collection of secure test materials, administering

Name	Position Title	Job Duties and Responsibilities
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tests in accordance with the established test calendar, providing and completing all test documents by established deadlines;
 *Certifying as to the ethical testing practice within the school building and providing training to staff on ethical testing, test security, and data reporting procedures.

Stakeholder Involvement and SIP Development

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

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

School faculty and staff was led by administration over two sessions of training to review data as a whole school and department areas to review newly reported state assessment data. Trends and contributing factors were discussed while evaluating data. School faculty and staff was then asked to submit plans in groups for specific section of the SIP. Over the summer, Mrs. Austin and counselors met with both students and parents in order for them to give feedback to the Santa Rosa Online as to how we can increase engagement as well as redefine any concerns they may have about the policies and procedures of Santa Rosa Online.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Each semester the principal and assistant principal will meet with District leaders including the Superintendent, Assistant Superintendent of Curriculum and Instruction, Grade Level Director, Literacy/ Math/Science Coordinators, and the Director and Coordinator of Continuous Improvement. The purpose of the meeting will be o review current state progress monitoring data and to progress monitor the implementation of the School Improvement Strategies and Action Steps. Specific feedback will be provided and discussion will occur as to any barriers in applying the strategies of the plan.

Demographic Data
 Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	30%
2022-23 Economically Disadvantaged (FRL) Rate	14%
Charter School	No

RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	1	1	0	2
Level 1 on statewide Math assessment	0	0	0	0	0	2	0	2	0	4
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total			
	K	1	2	3	4	5	6	7	8				
Absent 10% or more days				0	0	0	0	0	1	0	0	1	2
One or more suspensions				0	0	0	0	0	0	0	0	0	0
Course failure in ELA				0	0	0	0	0	0	0	0	0	0
Course failure in Math				0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment				0	0	0	0	0	0	2	2	1	11
Level 1 on statewide Math assessment				0	0	0	0	2	3	3	1	1	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.				0	0	0	0	0	0	0	0	0	1

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total	
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	1	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Absent 10% or more days	0	0	0	0	0	1	0	0	1	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	2	2	1	5
Level 1 on statewide Math assessment	0	0	0	0	2	3	3	1	1	10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Retained Students: Current Year	0	0	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	73	51	53	74	52	55	80		
ELA Learning Gains				61			64		
ELA Lowest 25th Percentile				58			54		
Math Achievement*	59	50	55	68	35	42	67		
Math Learning Gains				69			52		
Math Lowest 25th Percentile				53			44		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	74	49	52	70	50	54	74		
Social Studies Achievement*	80	56	68	91	53	59	89		
Middle School Acceleration	0	51	70	52	41	51	56		
Graduation Rate	100	86	74	97	51	50			
College and Career Acceleration	37	44	53	44	61	70			
ELP Progress		47	55		48	70			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	423
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	737
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	97

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	50			
ELL				
AMI				
ASN				
BLK				
HSP	50			
MUL	74			
PAC				
WHT	73			
FRL	56			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL				
AMI				
ASN				
BLK				
HSP	73			
MUL	69			
PAC				
WHT	69			
FRL	61			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	73			59			74	80	0	100	37	
SWD	60			40							2	
ELL												
AMI												
ASN												
BLK												
HSP	58			42							2	
MUL	73			75							2	
PAC												
WHT	76			63			78	89		31	6	
FRL	70			27						25	4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	74	61	58	68	69	53	70	91	52	97	44	
SWD	32	50		42	59							
ELL												
AMI												
ASN												
BLK												
HSP	69			77								
MUL	69	52		68	65			90				
PAC												
WHT	74	62	62	67	68	56	73	93	53	97	52	
FRL	61	46	42	61	62	45	82	90		92	25	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	80	64	54	67	52	44	74	89	56			
SWD	49	41	38	40	29	25	36					
ELL												

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	86	45		64								
BLK	63	35		52	38	30	64					
HSP	86	57		74	67		92	83				
MUL	73	76	75	53	39	33	59	92				
PAC												
WHT	81	66	52	69	53	48	75	92	59			
FRL	69	61	50	55	45	50	70	88				

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	89%	55%	34%	50%	39%
05	2023 - Spring	*	64%	*	54%	*
07	2023 - Spring	83%	54%	29%	47%	36%
08	2023 - Spring	79%	56%	23%	47%	32%
09	2023 - Spring	71%	55%	16%	48%	23%
04	2023 - Spring	*	68%	*	58%	*
06	2023 - Spring	*	55%	*	47%	*
03	2023 - Spring	*	61%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	63%	*	54%	*
07	2023 - Spring	*	48%	*	48%	*
03	2023 - Spring	*	70%	*	59%	*
04	2023 - Spring	*	72%	*	61%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	95%	76%	19%	55%	40%
05	2023 - Spring	*	63%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	84%	58%	26%	44%	40%
05	2023 - Spring	*	55%	*	51%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	58%	-5%	50%	3%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	55%	-3%	48%	4%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	71%	73%	-2%	63%	8%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	79%	71%	8%	66%	13%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	82%	70%	12%	63%	19%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Based on data from the 2023 state assessments and district progress monitoring scores, the greatest need for improvement is in the area of Mathematics in grades five and seven. Proficiency 5th grade Math - state 55% district 63% SRO 43% and 7th Grade Math - state 48% district 48% SRO 33%. There are several factors which contributed to the low student performance, including, new test material, new standards and curriculum. Also a contributing factor is Santa Rosa Online seventh grade students taking Algebra 1 or Eighth grade math which tends to skew test results. An additional factor is the small group of students tested.

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

While still above the state and district level, ELA Achievement showed the greatest decline from the 2023 school year. Factors which contribute to this trend are that in a virtual setting, the school does not have the same students from year to year, and they come from various backgrounds across the district and familiarity of the new standards for both the teacher and students.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Based on data received from the 2023 state assessments and district progress monitoring scores, fifth grade math had the greatest gap falling 12 points below the state average. Factors and trends that contributed to this gap include the FAST test containing new standards and concepts that students had not previously learned or been exposed to. There was also a low number of students tested, and a lack of practice in the curriculum which is needed to promote concept mastery. Please note this is a concern of all virtual schools in the state since practice and modeling difficult to achieve in a virtual model.

Which data component showed the most improvement? What new actions did your school take in this area?

Eighth grade math had a 40% gain from the previous year. The contributing factors to this gain were opportunities for student/teacher tutoring, small group live lessons based on deficiencies, incorporating test taking strategies into live lessons, and continued revisions for students on assignments where students demonstrated deficiencies.

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

In a virtual setting, our main area of concern is how much support is being given to the student by the learning coach? At times the score of progress learning and grades do not match the ability of the student. When we see this trend, we first request a parent/student/counselor/administrative conference to express our concerns and see how we can help parents support without being a crutch for that student. If after discussion based assessments and formative assessments during live lessons are not of the quality and connection that the teacher feels is in the daily work submitted by the student, the student's module tests and exams are proctored face-to-face with the teacher to keep the fidelity of the program and student learning.

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

Santa Rosa Online's top priority is math across the grade levels. We know there needs to be supplemental support and additional practice for students besides the set curriculum for FLVS. In addition, the seamless use of Progress Learning for both teacher and student in order to achieve the learning gains needed for the students to be proficient in their understand and mastery of the standards. Another priority is to really delve into the new BEST writing test standards so teachers are equipping students with the fundamentals of writing as well as preparing them for this new test.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Creating a positive culture and environment is crucial to an online setting. Santa Rosa Online wants to create a place of belonging for both teachers and students, without this maximum learning cannot be fostered.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will create a positive culture by continuing with our C2 (Charger Connections) on Tuesdays. This is our mentoring program where each teacher meets with assigned 5-7 students at 9:00 to check on their progress, how students are doing on the online platform, and to create a place of belonging.

Communication is key to an online environment and this is an added layer to that communication. Student and parent communication was made to communicate expectation of mandatory attendance at these lessons. Teachers will take weekly attendance and send absences to assistant principal. Teacher will contact any student absent from lesson immediately following with link to recording and steps to make up the lesson attendance. Students not responding to teacher contact for make up lesson will be contacted by administration and required to attend face to face session at SRO campus.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Santa Rosa Online will monitor this area of focus by student progress and pace students attending live lesson and various on campus activities such as Math/Science day, Writing workshops, and field trips.

Person responsible for monitoring outcome:

Jolie Hullett (hullettj@santarosa.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

"Visible Learning" by John Hattie states that a teacher's ability to build a positive relationship with their students can lead to improved academic proficiency levels. While relationships alone do not guarantee that students will perform at a high proficiency level, positive relationships are associated with higher level of student engagement and improved attendance within their live lessons and course work. We believe that relationships will keep student engaged in both curriculum, the school, and with the teacher.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Santa Rosa Online wants for a virtual experience have connection on both the personal level and academic level. FLVS curriculum is quite rigorous and we want students to have a bond with their teachers so students have a support system and alleviate stress and anxiety over asking questions or seeking help.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

2022-2023 Spring state assessment data results demonstrated the following proficiency percentages: ELA-34%, Math-45%, and Science-34%. Additionally, classroom walkthrough data reflected 26% of teachers effectively aligned instruction to benchmarks. Benchmark-aligned instruction is a process for planning, delivering, monitoring, and improving expectations clearly defined in academic content standards which provide the basis for content in instruction and assessment. Increased exposure to explicit, benchmark-aligned instruction will improve learning outcomes for all students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Short Term: Walkthrough data will increase to 50% at mid-year and 75% at the EOY in the area of teachers delivering explicit benchmark-aligned instruction. FAST data will reflect a minimum of 55% of students proficient in all content areas by the end of the year.

Long Term: Walkthrough data will increase to 85% at mid-year and 100% at the EOY in the area of teachers delivering explicit benchmark-aligned instruction. FAST data will reflect a minimum of 62% of students proficient in all content areas by the end of the year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The school leadership team will review lesson plans weekly to provide support and feedback to teachers. Content coaches will be present in common planning to support the development of explicit, intentional instruction that is aligned. The school leadership team will walk classrooms in all grade levels bi-weekly to monitor the delivery of instruction. The leadership team will meet weekly to review trends and adjust as needed.

Person responsible for monitoring outcome:

Laura Austin (austinlk@santarosa.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In order to increase benchmark-aligned instruction in classrooms, we will effectively implement the Marzano Focused Teacher Evaluation Model framework with “provides a methodology to support teacher growth as teachers make instructional shifts necessary to support students in rigorous, standards-based classrooms” (1). The model draws upon data from field research and validation studies, couples with findings from the extant literature on rigorous, standards-based instruction (2).

(1) <https://www.marzanocenter.com/wp-content/uploads/sites/4/2018/10/MC06-14-FTEM-White-Paper-1-16-18-Digital-4.pdf>

(2) https://www.marzanocenter.com/wp-content/uploads/sites/4/2019/04/FTEM_Updated_Michigan_08312017.pdf

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Explicit, standards-aligned instruction ensures students have the opportunity to access the targeted grade level expectations. The Marzano Focused Teacher Evaluation Model is supported by wide research and demonstrates significantly increased student growth scores (1). The model is comprised of four domains directly tied to student achievement, two, Standards-Based Planning and Standards-Based Instruction, explicitly align to the Area of Focus.

(1) https://www.marzanocenter.com/wp-content/uploads/sites/4/2019/04/FTEM_Updated_Michigan_08312017.pdf

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Step 1: Instructional coaches with school administration will facilitate grade-level planning and provide support on how to develop benchmark-aligned lessons.

Person Responsible: Laura Austin (austinlk@santarosa.k12.fl.us)

By When: This will occur bi-weekly.

Step 2: The leadership team will meet to review trends in observation data, classroom walkthrough data, lesson plans, and feedback from coaches to adjust as needed.

Person Responsible: Laura Austin (austinlk@santarosa.k12.fl.us)

By When: This will occur monthly.

Step 3: Instructional coaches with school administration will meet according to grade-level to evaluate efficacy of benchmark-aligned lessons utilized in the first semester making adjustments to lessons and instructional strategies as needed.

Person Responsible: Laura Austin (austinlk@santarosa.k12.fl.us)

By When: This will occur bi-yearly (end of first semester).

Step 4: Administration with instructional coaches will meet to evaluate 23-24 student data to gauge efficacy of intentional, bench-mark aligned lessons on student progress and proficiency.

Person Responsible: Laura Austin (austinlk@santarosa.k12.fl.us)

By When: This will occur annually at the end of the school year.

#3. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Santa Rosa Online's area of focus is student engagement. Student engagement is crucial to student learning because it allows students to take control of learning opportunities, builds a positive school culture, and allows students to be immersed in the coursework learned. 2022-2023 Spring state assessment data results demonstrated the following proficiency percentages: ELA-34% and Math-45%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students should attend 90% of all live lessons in order to engage with teachers, peers, and the coursework for that week. FAST data will reflect a minimum of 62% of student proficiency in both content areas by the end of the year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Individual student progress will be monitored through academic student performance. In addition, through our MTSS meetings, we can see a correlation between students who are struggling with content and their attendance in live lessons as well as their participation in live lessons. In addition, monitoring of students who participate in tutoring sessions offered by teachers weekly.

Person responsible for monitoring outcome:

Laura Austin (austinlk@santarosa.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In order to increase student proficiency in both ELA and Math, instructional leaders will focus on student increased attendance in live lessons. Research suggests there is a direct correlation in "face to face" virtual instruction to student performance. <https://files.eric.ed.gov/fulltext/EJ1310042.pdf>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In an online platform, student engagement often presents a challenge and our goal is to increase participation for the evidence-based positives and the correlation in student performance and student engagement. Evidence-based teaching through the use of live lessons has been found to have a positive impact on student achievement in many ways. It increases engagement, provides better retention and transfer of knowledge, improves overall academic performance, and even enhances social-emotional development as well.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Step 1: Administrators will create a Live Lesson Attendance Policy which will be shared and explained to instructional leaders.

Person Responsible: Laura Austin (austinlk@santarosa.k12.fl.us)

By When: This will occur before live lessons begin with instructors.

Step 2: Instructional leaders will communicate this policy to students in mentor group meetings as well as live lesson sessions at the beginning of the school year.

Person Responsible: Laura Austin (austinlk@santarosa.k12.fl.us)

By When: This will occur by the second week of school.

Step 3: Instructional leaders will closely monitor attendance at Live Lessons and communicate to administration any habitually absent students.

Person Responsible: Laura Austin (austinlk@santarosa.k12.fl.us)

By When: This will occur weekly throughout the 23-24 school year.

Step 4: Administration with instructional leaders will meet to evaluate 23-24 student proficiency data and compare to 22-23 data. The team will review and reflect on 22-23 live lesson attendance data compared to 23-24 live lesson attendance data to determine a correlation.

Person Responsible: Laura Austin (austinlk@santarosa.k12.fl.us)

By When: This will occur annually at the end of the 23-24 school year.