

**District Innovation School of Technology
Model Application**



**VENETIAN PARC
ACADEMY**



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APPLICATION COVER SHEET

NAME OF PROPOSED DISTRICT INNOVATION SCHOOL OF TECHNOLOGY

VENETIAN PARC ACADEMY

DISTRICT: MIAMI-DADE COUNTY PUBLIC SCHOOLS

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up and notices regarding this Application.

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Projected Date of School Opening: AUGUST 14, 2025

School Year	Grade Levels (N/A if planning year)	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	PreK,K,1,2	142	0
Second Year	PreK,K,1,2,3	186	0
Third Year	PreK,K,1,2,3,4	230	0
Fourth Year	PreK,K,1,2,3,4,5	274	0
Fifth Year	PreK,K,1,2,3,4,5,6 (7 & 8)	324 (374, 424)	0

By signing this application the School Board confirms its responsibility for the operation, control, and supervision of the District Innovation School of Technology in accordance with all applicable laws, rules, and district procedures not waived pursuant to State Board approval of this application.

Superintendent Signature

Date

School Board Chair Signature

Date

Venetian Parc Academy represents a forward-thinking educational initiative designed to meet the evolving needs of learners in the 21st century. Initially launching with a Pre-K through 2nd grade lower academy, including the District's first Reggio Emilia Early Childhood Center, the school is designed for future expansion through upper grades. At its core, Venetian Parc Academy is founded upon a commitment to innovation, personalization, and academic excellence, leveraging industry-leading technology and research-based pedagogical practices to create a dynamic and effective learning environment.

Section 1: Mission, Guiding Principles, and Purpose

A: Provide the mission statement for the proposed District Innovation School of Technology (DIST).

Venetian Parc Academy is committed to providing a flexible, personalized, mastery-based learning environment where students utilize industry-leading technology to achieve high academic standards. Through flexible pacing, individualized support, and real-world applications, Venetian Parc Academy empowers students to develop deep understanding, critical thinking, and the skills necessary for success in the 21st century.

B: Provide a brief overview that explains how the school will meet the prescribed purpose of District Innovation Schools of Technology as described in section 1002.451(1)(a), F.S.

Venetian Parc Academy will meet the purpose of District Innovation Schools of Technology as described in section 1002.451(1)(a), F.S., by:

Developing the innovative use of industry-leading technology: Integrating technology across all learning modalities, encompassing adaptive learning platforms like Khan Academy, digital educational games, and project/problem-based learning initiatives that leverage industry-standard hardware and software.

Requiring high student academic achievement and accountability: Implementing a mastery-based pedagogical framework that incorporates explicit learning objectives, continuous formative and summative assessments, and individualized educational trajectories to guarantee students attain profound comprehension and exhibit competency in accordance with established standards.

In exchange for flexibility and exemption from specified statutes and rules: Using the flexibility provided to create a learning environment that allows for flexible pacing, personalized learning, and innovative teaching methods focused on mastery.

C: Provide a brief overview that explains how the DIST will be responsive to each of the guiding principles found in section 1002.451(2), Florida Statutes.

1. Meet high standards of student achievement in exchange for flexibility with respect to statutes or rules

Venetian Parc Academy is designed to foster high student achievement through its core model:

- **Pre-K Instruction:** The pre-kindergarten program will be based on the Reggio Emilia approach, which views the environment as the 'third teacher' and utilizes a project-based, inquiry-driven curriculum. This model will introduce foundational concepts of technology and design thinking through hands-on, student-led projects, seamlessly integrating with the K-8 program's emphasis on project-based learning and technological exploration.
- **Mastery-Based Learning (KLS-inspired):** Ensures students develop deep understanding and demonstrable skills before advancing, leading to stronger foundational knowledge. The school's instructional model is inspired by principles of the Khan Lab School, such as mastery-based learning, but the school does not have a formal partnership, license, or articulation agreement with Khan Lab School or Khan Academies.
- **Project-Based Learning (PBL):** Requires students to apply knowledge to complex, real-world technology problems, building higher-order thinking and practical skills beyond rote memorization.
- **Personalized Learning:** Tailors instruction using tools available through Google Workspace and insights from Gemini 2.5 AI to meet individual student needs, maximizing each student's potential.
- **Assessment:** Utilizes a combination of mastery checks, performance tasks, project evaluations, digital portfolios, and required Florida state assessments (FAST) to provide a comprehensive picture of achievement aligned with state standards.

By committing to and demonstrating these high standards of achievement through rigorous data collection and transparent reporting, the Academy would justify requests for flexibility under Florida Statute. This flexibility might include variations in seat-time requirements (tying progression to mastery, not hours), innovative scheduling to support project work, and autonomy in specific instructional methodologies, provided the core curriculum standards and accountability metrics are met or exceeded.

2. Implement innovative learning methods and assessment tools to implement a school-wide transformation regarding industry-leading technology to improve student learning and academic achievement

The Academy implements a suite of methods designed for transformation:

- **KLS Model Adaptation:** Incorporates mastery learning, personalization, self-direction, and potentially mixed-age collaboration.
- **Technology-Focused PBL:** Engages students in authentic problem-solving and design-thinking using current industry practices and tools.
- **AI-Enhanced Learning:** Leverages Gemini AI as a personalized tutor, research assistant, and brainstorming partner for students, and as an efficiency tool for teachers (lesson planning, differentiation).
- **Collaborative Learning:** Utilizes Google Workspace (Docs, Slides, Vids, Meet) and Canva to foster teamwork essential in technology fields.

Assessments at the Academy also move beyond traditional tests:

- **Digital Mastery Tracking:** Using Google Sheets and Google Cloud and other AI-enhanced platforms integrated with Google Classroom to monitor competency progression such as Practice Sets and Read Alongs.
- **Performance-Based Assessments:** Evaluating skills through project outcomes, presentations, code repositories, and practical demonstrations.
- **Digital Portfolios:** Students curate work in Canva, Google Sites or Drive, Slides, and Google Vids to showcase skills and growth.
- **Formative AI Use:** Gemini will assist teachers in creating varied formative assessments or analyzing patterns in student responses (while ensuring data privacy).

This integrated approach represents a shift towards a dynamic, student-centered environment where technology is embedded in learning, assessment reflects real-world application, and the goal is deeper understanding and measurable improvement in academic achievement relevant to technology fields.

3. Promote enhanced academic success and financial efficiency by aligning responsibility with accountability and industry-leading technology

Enhanced Academic Success: The personalized, mastery-driven, and PBL-focused model, supported by targeted technology (Google Workspace, Gemini), directly aims to enhance engagement and lead to deeper, more durable learning and skill acquisition compared to traditional models.

Financial Efficiency: The Academy leverages the cost-effectiveness of Google Chromebooks and Google Workspace for Education Plus to enhance the overall learning experience. Additionally, integrating Gemini AI assists teachers with tasks such as planning, resource

creation, and differentiation, allowing them to dedicate more time to direct student interaction. This approach reduces the need for extensive later remediation and the associated costs by implementing a mastery-based learning approach, where students receive the necessary support to fully grasp concepts before moving forward. This ensures that students build a strong foundation, minimizing the need for costly interventions and catch-up programs later on. A dedicated line item within the capital and operating budget for advanced technology purchases and a technology refresh cycle is included in the budget plan to support the implementation of industry-leading hardware and software.

Aligning Responsibility with Accountability: The Academy takes responsibility for implementing this innovative model effectively and achieving stated student outcomes. Performance is tracked rigorously using the aforementioned assessment tools and state metrics. Technology (Google Admin Console, data platforms, Classroom reporting) facilitates transparent monitoring and reporting to the sponsor, state, and parents, ensuring the Academy is held accountable for its results.

4. Measure student performance based on student learning growth, or based on student achievement if student learning growth cannot be measured

Prioritizing Learning Growth: The primary focus of a mastery-based system is on individual student learning growth, which is inherently tracked by documenting each student's journey from their baseline understanding through successive learning objectives and skills. The key metric is not solely based on achieving specific benchmarks, but rather on the demonstration of progress and growth in knowledge, skills, and understanding.

Measuring Growth: Growth will be measured in multiple ways:

- **Mastery Data:** Mastery-based grading systems utilizing platforms (like custom Google Sheets, LookerStudio, and Google Cloud dashboards) to track the pace and consistency with which students master defined competencies over time. This allows educators to monitor student progress and identify areas where additional support or intervention may be needed.
- **Portfolio Evolution:** Student portfolios can be used to document student work and progress over time. By comparing work samples from different points in time, educators can gain valuable insights into skill development and identify areas where students have made significant progress.
- **State Metrics:** Metrics from the required Florida Statewide Assessment program will also be used to measure student growth and track progress over time.

Measuring Achievement: While growth is central, student achievement (reaching specific benchmarks) is also critical:

- **Mastery Thresholds:** To determine mastery, educators must define clear and specific

criteria for what constitutes "mastery" of a skill or standard. These criteria should be aligned with state standards and learning objectives.

- **Summative Assessments:** Summative assessments, such as end-of-unit projects, capstone tasks, and industry certification exams, can be used to measure student achievement and determine whether students have met the required mastery thresholds.
- **State Proficiency Levels:** Performance on the Florida Assessment of Student Thinking (FAST) is another way to measure student achievement. The goal is for students to reach Achievement Levels 3, 4, and 5, which indicate grade level to exemplary performance.

5. Provide a parent with sufficient information as to whether his or her child is reading at grade level and making learning gains each year

Reading Proficiency

The Academy will implement evidence-based reading instruction that aligns with Evidence-Based Reading Instruction (EBRI) and adheres to Florida's requirements. This includes explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Additionally, a variety of instructional approaches and activities that are engaging and differentiated to meet the diverse needs of all learners will be utilized with fidelity by leveraging AI. The Academy will also regularly assess students' reading skills using a variety of validated screening and diagnostic tools, including the statewide, standardized assessment program and the coordinated screening and progress monitoring system as outlined in F.S. 1008.25. These assessments provide data on students' phonemic awareness, phonics, fluency, vocabulary, and comprehension skills. Assessment data will be used to inform instructional decisions and monitor student progress.

Likewise, parents will be provided with clear and regular updates on their child's reading progress in relation to grade-level expectations. The Academy will create both automated, prescriptive, and custom plain language reports and messaging that avoids the use of educational jargon when communicating with parents. Metrics will be presented using data visualizations, such as graphs or charts, to illustrate student progress. The Academy will capitalize on the use of technology, such as Google Classroom, Google Cloud, and LookerStudio or other district platforms such as the Parent Portal, to generate and share reports with parents. Additionally, parents will be strongly encouraged to meet with teachers to discuss their child's reading progress on at least a bi-annual basis.

Learning Gains Communication

Parents will receive regular, detailed reports that clearly outline their child's progress and achievements. These reports will be accessible through a secure online parent portal and shared via Google Classroom and through regular automated email notifications. They will highlight specific learning objectives and skills that the student has mastered, as well as areas where they are currently focusing their efforts. The mastery reports will be presented in an

easy-to-understand format, using clear language and visual aids such as charts and graphs. They will also include specific examples of student work that demonstrate mastery of key skills. These comprehensive reports will combine quantitative data, such as mastery progress and assessment scores, with qualitative feedback from teachers. They will provide a holistic overview of the student's development, showcasing their growth in various skills and their performance on projects and assignments. These narratives will be shared during parent-teacher conferences and in written reports. The growth narratives will also highlight the student's strengths and areas for improvement, and will include specific recommendations for how parents can support their child's learning at home. The results of state assessments, including the FLDOE's learning gains calculations, will be communicated to parents in a clear and understandable manner. These reports will explain the student's performance on the assessments and how their results compare to state standards. The state results reports will also include information about the specific skills and knowledge that are assessed on the state tests, and will provide suggestions for how parents can help their child prepare for future assessments. Parents will be provided with resources and information to help them understand the learning standards and how their child's progress is measured. This will include access to curriculum guides, rubrics, and other relevant materials. Additionally, teachers will be available to answer any questions parents may have about their child's education. The school will also host workshops and information sessions for parents to learn more about the curriculum and assessment process.

Additional Communication Strategies

- **Regular Parent-Teacher Conferences:** Teachers will schedule regular conferences with parents to discuss their child's progress and answer any questions while reviewing their personalized learning plans.
- **Digital Portfolios:** Students will create digital portfolios to showcase their work and document their progress over time. Parents will have access to their child's portfolio and will be able to track their growth and achievements.
- **Student-Led Conferences:** Students will be encouraged to participate in parent-teacher conferences and share their own reflections on their learning.
- **Home-School Connection Activities:** Teachers will provide suggestions for home-school connection activities that parents can do with their child to reinforce learning and support their academic growth.

6. Incorporate Industry Certifications and Similar Recognitions into Performance Expectations

While Venetian Parc Academy will initially launch as a Pre-K through 2nd grade lower academy with the District's first Reggio Emilia Early Childhood Center, the school is being designed to expand over time into a full PK - 8 Academy with future expansion possible to a PreK - 12 and will ultimately incorporate industry certifications and similar recognitions into the curriculum and student performance expectations. As the upper academy comes online, the following components will be central to integrating industry certifications:

- **Curriculum Integration:** As the Academy expands, relevant, recognized industry certifications (e.g., Google Cloud, CompTIA A+, Network+, Security+, programming language certifications, digital design software credentials) will be identified and aligned with the school's technology pathways. Curriculum, projects, and specific courses will be designed to explicitly teach the required skills and knowledge. This will include incorporating industry-standard software and tools into the classroom, inviting guest speakers from relevant industries, and providing opportunities for students to work on real-world projects.
- **Performance Expectations:** Earning specific certifications will be set as graduation requirements for certain pathways, goals within specific courses, or key milestones celebrated by the school. Successful certification attainment becomes a tangible measure of student achievement and readiness, demonstrating to potential employers and higher education institutions that students have mastered specific skills and knowledge. The Academy will also consider recognizing other forms of achievement, such as participation in coding competitions or hackathons, or the development of open-source software projects.
- **Industry Partnerships:** The Academy also plans to collaborate with local tech businesses to ensure certifications align with workforce needs and work with industry partners to provide mentorship and internship opportunities related to these skills. These partnerships will also involve providing guest speakers, field trips to local businesses, and opportunities for students to work on real-world projects with industry professionals. By working closely with industry partners, the Academy will ensure that its curriculum and certification programs remain relevant and up-to-date, and that its graduates are well-prepared for the workforce.

7. Focus on utilizing industry-leading hardware and software technology for student individual use and to develop the schools infrastructure in furtherance of this section

Student Hardware: Venetian Parc Academy will primarily utilize Google Chromebooks for individual student use, and Promethean Interactive Panels for an enhanced classroom experience. These devices are chosen for their manageability, security, and seamless integration with the Google Cloud ecosystem, offering a cost-effective solution for 1:1 computing. The interactive panels come with screensharing abilities and a full suite of complementary instructional tools embedded in the ChromeOS-enabled panels. As students progress into specialized tech pathways or advanced courses, they will be provided access to more powerful hardware tailored to their specific needs. This may include higher-performance PCs and Macs for graphic design or video editing through VDI solutions such as Itopia, robotics kits and equipment for engineering and automation courses, 3D printers for design and prototyping, and advanced networking equipment for students pursuing careers in IT infrastructure. A dedicated line item

within the capital and operating budget for advanced technology purchases and a technology refresh cycle is included in the budget plan to support the implementation of industry-leading hardware and software.

Student Software: To foster productivity and collaboration, Venetian Parc Academy will leverage Google Workspace for Education and Khan Academy as the core software suite. This comprehensive suite includes tools like Docs, Sheets, Slides, Vids, Gemini and Classroom, enabling students to create, communicate, and collaborate effectively in a digital environment. Additionally, students will receive instruction and hands-on experience in industry-standard software relevant to their chosen pathways. This may include programming integrated development environments (IDEs) like VS Code, design suites like Canva and Adobe Creative Cloud, data analysis tools, and cybersecurity platforms. By incorporating these tools into the curriculum, Venetian Parc Academy ensures that students graduate with practical experience and proficiency in the software that drives their respective industries. Additionally, the school will integrate innovative AI tools such as Gemini AI, NotebookLM, and Google Read Along to further enhance student learning and productivity. Mastery-based platforms like Khan Academy and Google Practice Sets will be used to facilitate personalized learning and skills development.

School Infrastructure: To support the seamless integration of technology and cloud-based learning, Venetian Parc Academy has invested in a robust and reliable network infrastructure. This includes upgrading to Wi-Fi 6 technology for high-speed wireless connectivity, installing state-of-the-art network switches for efficient data transfer, and routers to ensure network reliability and uptime. Additionally, the school will implement strong device management protocols using the Google Admin Console to streamline device deployment, updates, and security. A dedicated technical support team will be available to assist students and staff with any technology-related issues, ensuring that technology remains a seamless and effective tool for learning.



Section 2: Target Population and Student Body

A: Provide the following projection for each year of proposed operation: the grades that the school will serve, the projected number of students to be served in each grade, and the total number of students to be enrolled.

The Academy is set to launch in the 2025-2026 academic year, initially serving students from Pre-Kindergarten through 2nd grade. In this foundational year, the enrollment is projected to be 142 students distributed across seven classes: one Pre-K class with 18 students, and two classes each for Kindergarten (18 students per class), 1st grade (22 students per class), and 2nd grade (22 students per class).

YEAR 1

GRADE	CLASS COUNT	STUDENT COUNT	TOTAL PROJECTION OF STUDENTS
Pre-K	2	18	36
K	2	18	36
1	1	18	18
2	1	18	18
TOTAL	6	TOTAL	108

Following a phased expansion model, the Academy plans to add one grade level each subsequent year.

- Year 2 (2026-2027): Introduce 3rd grade, adding two new incoming classes of 36 students. This expansion will increase our total student body to a projected 144 students.
- Year 3 (2027-2028): 4th grade will be added, again with two incoming classes accommodating 36 students. The school community is expected to grow to 180 students.
- Year 4 (2028-2029): Welcome our first 5th-grade students, two incoming classes accommodating 36 more students. Total enrollment will reach 216 students.
- Year 5 (2029-2030): The final phase of this initial expansion plan involves adding a middle school component, incorporating grade 6. This significant step includes adding two more classes per year moving forward, each with 36 students. By the end of Year 5, the Academy will serve students from Pre-K through 6th grade, reaching our projected target enrollment of 252 students across fifteen classes.

At full implementation in Year 7, the school is projected to be at 328 students.

This strategic, year-by-year growth allows the Academy to build a strong foundation and scale resources effectively to serve a growing student population through 8th grade.

YEAR	CLASS COUNT	PROJECTED STUDENT COUNT
Year 1: 2025-2026	6	108
Year 2: 2026-2027	8	144
Year 3: 2027-2028	10	180
Year 4: 2028-2029	12	216
Year 5: 2029-2030	14	252
Year 6: 2030-2031	16	288
Year 7: 2031-2032 (Full Implementation)	18	328

B: Provide a description of how the student population projections were developed, including what schools the students are expected to come from, if known.

Strategically located at 17475 SW 157th Ave, Miami, FL 33187, Venetian Parc Academy sits within a burgeoning 125-acre new development featuring over 640 residential homes. This location positions the Academy directly adjacent to The Redlands, a unique rural community characterized by extensive farmland, which is home to over 5,000 school-aged children. Furthermore, an additional 600 residential homes are situated immediately adjacent to the school site within the Redlands area.

The need for educational facilities in this specific locale is underscored by 2023 US Census Bureau data for the school's zip code, which indicates a significant young population: over 960 children under the age of five and more than 800 children between the ages of five and nine reside locally. This substantial demographic of young families highlights the demand for a new school, supporting our projected enrollment and phased expansion plan.

It is important to note, however, that although there is evidence of students residing within the immediate vicinity of the school, Venetian Parc Academy will be a district-wide Magnet school that will allow for students to apply for a seat at the school.

C: Describe the plan for recruiting students, including strategies for reaching the populations that might otherwise not have easy access to information on available educational options.

To achieve the projected enrollment goals and ensure broad community access, the Academy will implement a multi-faceted student recruitment strategy targeting families within the immediate

development, the adjacent Redlands community, and the wider zip code. The plan includes:

Community Engagement: Hosting open houses, information sessions, and school tours. The Academy has begun establishing a presence at local community events, farmers' markets, and festivals, particularly those frequented by Redlands & Venetian Parc residents.

Digital Outreach: Developing a comprehensive school website with clear enrollment information and online application capabilities. Utilizing targeted social media campaigns and local online news platforms to disseminate information.

Partnerships: Collaborating with local realtors, developers of the surrounding residential communities, and major employers (including those in the agricultural sector) to share information with new and existing residents and their employees. The Academy will also partner with local preschools, daycare centers, and community organizations already serving families in the area, especially within the Redlands and Venetian Parc.

Direct Outreach & Accessibility: Implementing a direct mail campaign targeting households within the primary catchment area. Providing informational materials in multiple languages (e.g., English and Spanish) and ensuring bilingual staff or volunteers are available at recruitment events to overcome language barriers. We will place clear signage in strategic locations both near the school and within the surrounding communities.

Addressing Access Barriers: Recognizing that not all families have equal access to digital information, we will prioritize non-digital methods like flyers distributed at community hubs (libraries, community centers, grocery stores), local print media advertisements, and potentially mobile information booths in key Redlands & Venetian Parc locations. Word-of-mouth promotion through enrolled families will also be encouraged.

This comprehensive approach aims to ensure all families, regardless of their location within the community or access to traditional information channels, are aware of the educational opportunities available at our school.

D: Describe how the district will ensure that all students within the district are made aware of the opportunity to apply for the DIST.

The district will employ a multi-faceted approach to ensure all students are aware of the opportunity to apply for the Venetian Parc Academy, focusing on both community engagement and marketing efforts.

Community Recruiting Events & Presentations:

- **Broad Events:** The district will utilize large-scale events like Community Back-to-School EXPOs and Town Hall Meetings to disseminate information.
- **Parent Focused Initiatives:** Information will be shared through Parent Academy sessions at various school sites and via video/radio broadcasts.
- **School-Specific Events:** Venetian Parc Academy will host its own Magnet Open Houses.
- **Targeted Outreach:** Recruitment activities will be specifically held in diverse neighborhoods throughout the district.
- **Early Childhood Outreach:** Efforts will be made to visit Pre-K programs, community childcare centers, churches, and daycares to inform parents and partners about the school's offerings.
- **Application Support:** Enrollment Centers will be established in neighborhoods with limited resources to provide direct assistance with the application process.
- **Information Distribution Points:** Recruitment materials will be available at staffed locations like Title I Centers, local libraries, and religious institutions.

Marketing and Recruitment Materials:

- **Branding:** The academy will have a unique brand identity.
- **Print Materials:** Brochures, flyers, postcards, and banners will be created and distributed in English, Spanish, and Haitian Creole across different neighborhoods.
- **Public Advertisements:** Marketing will appear in strategically chosen public spaces, including bus wraps, bus benches, kiosks, and Metromover stations.
- **Digital Outreach:** Information will be shared through social media platforms (Twitter, Facebook, Instagram).
- **Visual Information:** School-site video overviews and options for physical or virtual tours will be available.
- **Online Presence:** A comprehensive, user-friendly website, accessible in multiple languages and compliant with ADA standards, will be maintained.

Through this combination of direct community engagement, targeted recruitment, accessible application support, and widespread marketing across various media, the district aims to reach all students and their families regarding the application opportunity for Venetian Parc Academy.

E: Describe the application and selection process that will be used, including whether the school will provide an enrollment preference for students who select the school as part of the District's controlled open enrollment plan.

Application Process for Venetian Parc Academy:

1. **Submission:** Parents or guardians wishing for their child to attend Venetian Parc Academy must apply through the Miami-Dade County Public Schools Office of School Choice and Parental Options, via the yourchoicemiami.org website.

2. **Siblings:** An individual application is required for each sibling applying to Venetian Parc Academy. If parents want siblings considered together in the random selection process, they must link the siblings' applications before the district's deadline.
3. **Out-of-County Transfers:** Families applying from outside Miami-Dade County must adhere to Policy 2370 for Magnet Programs/Schools and include the Venetian Parc Academy acceptance letter with their transfer request.
4. **Eligibility Review:** Selection and participation in the Venetian Parc Academy will be based solely on student interest. No criteria of any kind will be used to screen or select students for enrollment. This practice will ensure an equal opportunity for students with disabilities (SWD) and English language learners (ELL) to be selected for enrollment.

Selection Process for Venetian Parc Academy:

1. **Random Selection (Lottery):** If the number of eligible students applying to Venetian Parc Academy exceeds the number of available seats, the district will use a random selection process (lottery) to admit students.
2. **Sibling Preference in Lottery:** If siblings' applications were correctly linked prior to the deadline, and one sibling is selected through the lottery, the linked sibling(s) will also be admitted, provided they also meet all of Venetian Parc Academy's eligibility requirements.
3. **Controlled Open Enrollment:** Selecting Venetian Parc Academy as a choice under the District's controlled open enrollment plan does not provide an automatic enrollment preference unless there are open seats available during the application period that would otherwise not be opened in a subsequent Magnet application period. Enrollment under controlled open enrollment is only possible if there is remaining capacity after all students accepted through the primary magnet application process (including waitlisted students) have been placed.

F. Describe how the school will ensure that students with disabilities and English Language Learners

SWD and ELL students will have an equal opportunity of being selected for enrollment at Venetian Parc Academy. Selection and participation in the Academy, as previously mentioned, will be based solely on student interest. As part of the services already provided by the District, students will receive adequate remediation and acceleration support to succeed through differentiated instruction, cooperative learning, Response to Intervention (RtI), individualized instruction, and tutoring. Furthermore, a coordinated effort with the Offices of Exceptional Student Education, Support Services, and Bilingual Education and World Languages will increase accessibility to the Academy program and ensure success for SWD and ELL. Supplemental and related services will be provided according to each student's Individual Educational Plan (IEP) or Limited English Proficiency plan and integrated into the student's learning activities. Special and general education teachers will collaborate to ensure the implementation of the appropriate accommodations in all instructional activities. Students experiencing academic, social, and/or emotional difficulty will be provided evidence-based interventions further supporting an inclusive learning environment designed to empower all students.

G. Explain whether and how the district will provide transportation to students seeking to enroll and attend the DIST.

The Venetian Parc Academy program's potential reach extends across the entirety of Miami-Dade County Public Schools District. To mitigate the transportation barrier that may hinder participation, the M-DCPS Office of Transportation plans to implement a FLEX-Stop Hub transit system. This system will be strategically designed based on enrollment data, aiming to alleviate the burden on parents who would

otherwise need to transport their children to and from the program sites. By reducing the transportation challenges, the likelihood of successful program registration and consistent attendance is expected to increase.

The FLEX-Stop Hub concept centers around establishing predetermined, centralized stops at conveniently located public schools and county parks. These hubs will be strategically positioned in proximity to the areas with the highest concentration of students identified for Venetian Parc Academy services. By creating multiple FLEX-Stop Hubs throughout different neighborhoods, parents will have the flexibility to choose the most convenient location for drop-off and pick-up, significantly shortening travel distances and saving valuable time. This approach not only enhances accessibility but also promotes equity by ensuring that transportation does not become a barrier to participation in the Venetian Parc Academy program, regardless of a family's location within the district.



Section 3: Educational Program Design

A. Identify the school-wide blending learning model the school will implement. The model may be a flipped classroom model, flex model, rotation model, or another model that allows students to learn in part through online delivery of content and instruction with some level of student control over time, place, path, or pace.

Venetian Parc Academy's vision is centered upon a mastery-based learning paradigm, designed to cultivate profound understanding, student autonomy, and a perpetual enthusiasm for scholarly pursuits. This pedagogical approach extends beyond mere instructional methodologies, permeating every dimension of the academic program. VPA is inspired by the Khan Lab School's model which represents a powerful shift from a traditional, teacher-centric classroom to a dynamic, student-led learning environment. This model is founded on three core pillars: mastery-based learning, blended instruction, and a project-based, student-centered curriculum. Venetian Parc Academy is a public district-operated District Innovation School of Technology within Miami-Dade County Public Schools. It is not an official branch of or a licensed partner with Khan Lab School. The school is **inspired by** the pedagogical principles of the Khan Lab School (KLS) model, specifically **mastery-based learning**, but it does **not** have a formal partnership, license, or articulation agreement with Khan Lab School or Khan Academy. **However, the school will be a member of the Khan Network of schools and the Khan Network is working directly with the school to inform VPA on best practices by which to incorporate student agency, mastery-based progression, and integrated learning, to a public school context.** The school's curriculum and instructional design are inspired by the KLS model and the provided application outlines the specific ways in which these principles will be implemented at Venetian Parc Academy..

In a mastery-based system, a student's progress is not dictated by time but by their demonstrated understanding of a concept. Rather than moving on after a set period, students advance only when they have achieved a deep and thorough grasp of the material. This ensures a solid foundation of knowledge, which is critical for future success. This approach also allows for personalized pacing, enabling students to accelerate through content they understand quickly while providing extra time and support for those who need it. This frees up valuable classroom time for hands-on, collaborative activities and allows teachers to act as facilitators and coaches. Educators can leverage real-time data from online platforms to gain a clear view of student progress, enabling them to provide targeted, in-person support and form flexible learning groups.

The cornerstone of this model is a project-based, student-centered curriculum. The teacher's role shifts from a primary content deliverer to a guide, helping students explore their own interests and apply their knowledge in real-world contexts. A significant portion of the school day is dedicated to student-designed projects, which often occur in mixed-age groups. These long-term projects are not just exercises in content application; they are designed to develop essential skills such as critical thinking, collaboration,

and problem-solving. This approach cultivates student agency, giving learners genuine ownership over their education and fostering a culture of curiosity and self-direction.

The model VPA is inspired by is more than a set of instructional strategies; it is a holistic philosophy that values deep understanding, student empowerment, and the development of skills necessary for a rapidly changing world. By embracing this model, VPA will not only create a learning environment that prepares students academically but also nurtures their innate curiosity and equips them to become lifelong learners.

The Reggio Emilia approach used in the Pre-K and the Khan Lab School (KLS) model that will be adapted for K-5, while seemingly distinct, share a foundational alignment in their pedagogical philosophies, particularly regarding student agency and the role of the environment. In a Pre-K setting, Reggio Emilia's emphasis on the child as an active co-creator of knowledge, using "the hundred languages of children" to express ideas through art and projects, directly mirrors the KLS model. Both approaches view the environment as a "third teacher," where the physical space is carefully curated to foster curiosity, exploration, and collaboration. As children transition from a Reggio-Emilia-inspired Pre-K to a K-5 KLS program, this alignment ensures a seamless progression where their innate curiosity, problem-solving skills, and ability to collaborate are continuously nurtured. The project-based learning and self-directed inquiry that are central to the KLS approach are a natural extension of the hands-on, investigative experiences in a Reggio-Emilia classroom, ensuring students continue to be active participants in their educational journey rather than passive recipients of information.

Integrated Learning Model and Rotational Structure

Venetian Parc Academy's educational model is an integrated learning approach centered on a blended, flexible rotation model. This model harmonizes the benefits of in-person, teacher-led instruction with the adaptability and customization of technology. It is inspired by the principles of the Khan Lab School model—specifically mastery-based learning, personalization, and a project-based curriculum—but it is meticulously structured to ensure all students receive a consistent, high-quality learning experience that is also responsive to their individual needs.

The core of our model is the daily Literacy/Mathematics Rotations. This structured time block provides a dynamic and varied learning experience. Students rotate through a series of intentional learning stations, each designed to serve a specific purpose and support a distinct learning modality. This ensures that while students have some control over their pace, the teacher intentionally designs and guides the learning environment to ensure mastery of core academic standards.

The teacher's role is not passive; it is that of a facilitator and master orchestrator of the learning environment. They design and manage the rotational structure, curate the learning stations, and utilize real-time data to provide targeted support and interventions. This approach ensures that while a student may be working independently on a digital platform, they are never truly learning in isolation.

Supplementary Integrated Learning Components

- **Small Group Instruction:** Teachers will deliver focused instruction and support to small cohorts of students with analogous learning requirements or interests.
- **Individualized Instruction:** Students are afforded opportunities to work autonomously on tasks or projects tailored to their distinctive needs and interests.
- **Technological Integration:** Technology is seamlessly interwoven into the educational experience, granting students access to a wide spectrum of educational resources and instruments.

Advantages of the Integrated Learning Model

- **Personalized Instruction:** The integrated learning model facilitates personalized educational experiences that cater to each student's unique requirements and interests.
- **Enhanced Student Engagement:** The diversity of educational activities and modalities sustains student engagement and motivation.
- **Improved Academic Outcomes:** The integrated learning model has demonstrated the potential to enhance student outcomes, encompassing academic achievement, critical reasoning, and problem-solving proficiencies.
- **Student Ownership:** The mastery-based model would foster a culture of student ownership and responsibility for learning.

Continuous Assessment and Data-Driven Pedagogy

Venetian Parc Academy is dedicated to continuous assessment and data-driven pedagogy to ensure the progress and optimal potential realization of all students. Teachers systematically gather data on student learning and employ such data to inform their pedagogical decisions. This data-driven approach empowers educators to furnish targeted support and interventions to students as required. Teachers will use a continuous cycle of data analysis, using formative assessments from platforms like i-Ready and Google Practice Sets, to identify student needs. This data will be reviewed in weekly Professional Learning Communities (PLCs) to inform the creation of flexible learning groups and targeted, teacher-led instructional interventions for students who are struggling with specific concepts. The teacher's role is a 'facilitator' who designs and orchestrates the learning environment to ensure student mastery. While students set their pace, teachers are responsible for setting and monitoring mastery goals, utilizing formative data to conduct frequent check-ins, provide explicit, teacher-directed instruction, and intervene with targeted supports when a student's self-paced learning is not leading to mastery.

B. Describe, in detail, the school's blended learning program, including whether and how the school will incorporate the following elements:

- **Differentiated instruction**
- **Data-driven student placements**
- **Flexible scheduling**
- **Self-paced learning**

The blended learning program is meticulously crafted to address the varied needs of each student through several integral components.

Personalized Learning: A core tenet of this program is the acknowledgment of the unique learning trajectory of each student. Accordingly, personalized learning is central to its design. This is realized via individualized mastery pathways, informed by pre-assessments and continuous formative assessments. These evaluations serve to identify each student's existing knowledge base, skill set, and areas requiring further development, thus ensuring instruction is precisely aligned with their level of preparedness, proficiencies, and developmental needs. Teachers play a vital role in providing targeted support and utilizing a diverse range of resources, including video presentations, scholarly texts, interactive simulations, and practical exercises, to accommodate disparate learning modalities and necessities. Through the provision of multiple avenues for representation, engagement, and expression, students are guaranteed access to, and interaction with, content in ways most conducive to their individual learning preferences.

Data-Driven Student Placement: To maintain a consistent level of challenge and support, data is employed to guide instructional decision-making. Diagnostic evaluations and ongoing progress monitoring are essential to this approach, facilitating the creation of personalized learning plans and the implementation of timely interventions. This evidence-based methodology enables dynamic instructional adjustments, ensuring students receive appropriate support when necessary. By analyzing student performance metrics, students experiencing difficulties are promptly identified, allowing for the provision of supplementary support such as small group tutorials, individual mentoring, or focused interventions. Concurrently, students ready for advanced challenges are identified and offered opportunities to extend their learning through creative activities, competitions/challenges, and cross-curricular connections.

Flexible Scheduling: Recognizing the variable rates of student progress, the program incorporates flexible pacing. "Goal time" will be strategically integrated into the weekly schedule, affording students designated periods to revisit complex material, seek assistance from educators or peers, or advance independently. This flexibility is indispensable in a mastery-based model, given the variable time required for students to achieve proficiency. Conventional systems, often predicated on seat time, may compel students to progress before demonstrating competency or impede advancement when preparedness is established.

By accommodating individual learning rates, students are ensured the time and support necessary to achieve mastery before progressing.

Self-Paced Learning: Students are empowered to assume responsibility for their learning through opportunities for self-directed progression. Within mastery pathways, students possess agency in selecting learning activities, employing self-assessment techniques, effectively managing time, and establishing personal learning goals. This strategy cultivates intrinsic motivation and imparts essential skills for lifelong learning. By encouraging active participation in the learning process, students develop self-regulation competencies, such as goal setting, time management, and self-monitoring, which are crucial for academic success and beyond. As mentioned before, the teacher's role is a 'facilitator' who designs and orchestrates the learning environment to ensure student mastery. While students set their pace, teachers are responsible for setting and monitoring mastery goals, utilizing formative data to conduct frequent check-ins, provide explicit, teacher-directed instruction, and intervene with targeted supports when a student's self-paced learning is not leading to mastery.

Daily Learning Rotations

The school day is organized into structured academic blocks, with the core subjects of Literacy and Mathematics following a **flexible rotational structure**. A typical rotation might include the following stations:

- **Teacher-Led Direct Instruction:** The teacher provides explicit, direct instruction to a small group of students on a specific concept or skill. These groups are flexible and formed based on real-time formative assessment data, allowing the teacher to address a specific learning gap for struggling students or provide enrichment for advanced learners.
- **Technology-Based Station:** Students use digital learning platforms and tools, such as Khan Academy or Google Practice Sets, to engage in self-paced, mastery-based practice. The adaptive nature of these tools provides immediate feedback and a personalized learning path tailored to each student's needs.
- **Collaborative Station:** Students work in small peer groups on a task or project that reinforces a recently taught concept. This could involve solving a real-world problem, engaging in a hands-on activity with manipulatives, or working on a part of a larger, interdisciplinary project.
- **Independent Practice Station:** Students work on tasks independently to solidify their understanding. This might include completing a worksheet, working on a digital assignment, or a self-assessment.

Differentiated Instruction & Data-Driven Student Placements

Differentiation is not an afterthought; it is woven into the fabric of the rotational model. The school's **data-driven pedagogy**, inclusive of a robust process of data analysis, is the engine that drives this process and informs specific placements and instructional decisions for every student. Teachers will

use a continuous cycle of data analysis to inform pedagogical decisions.

- **Universal Screening:** The academic year begins with the administration of a universal screener, such as the i-Ready Diagnostic, to all students. This data provides a comprehensive baseline for each learner's proficiency in core academic areas.
- **Formative Assessments:** Throughout a unit, teachers will use frequent formative assessments to check for understanding. This data, gathered from platforms like i-Ready and Google Practice Sets, will be reviewed in weekly Professional Learning Communities (PLCs).
- **Data-Driven Placements:** Based on the universal screening results, teachers and the school's leadership team place students into flexible learning groups. For example, a teacher may use this data to form a small group of students who require re-teaching on a specific standard, while another group receives enrichment activities. This process is not static; it is fluid and responsive to ongoing data. Based on the data, teachers create flexible learning groups. This allows them to provide targeted, teacher-led instructional interventions to students who are struggling with a specific concept or offer enrichment to those who have already achieved mastery.
- **Personalized Learning Paths:** Data from pre-assessments and continuous formative assessments are used to create individualized mastery pathways for each student. Teachers then provide a diverse range of resources and activities to ensure instruction is precisely aligned with each student's needs and proficiencies. Data is specifically utilized to inform the teacher-led instructional station within the daily rotations. For example, if data from a weekly formative assessment shows that five students are struggling with a specific mathematical concept, the teacher will pull those students into a small, differentiated instructional group to provide explicit, targeted instruction while the other students rotate through independent or collaborative stations.

Every student at Venetian Parc Academy has a Personalized Learning Plan (PLP) that is developed and maintained by the teacher using assessment data. These plans are the blueprint for a student's learning journey and contain the following content:

- **Academic Goals:** Measurable goals and objectives based on assessment data, such as "By the end of the trimester, John will demonstrate proficiency in multiplying multi-digit numbers on three consecutive practice assessments."
- **Mastery Tracking:** A log of the student's progress toward academic mastery, documenting completed units, skills mastered, and areas where additional support is needed.
- **Intervention Strategies:** A detailed outline of the specific interventions and

instructional support the student will receive. This could include targeted small-group sessions, use of specific instructional software, or one-on-one check-ins with the teacher.

- **Enrichment Opportunities:** For advanced learners, the plan includes opportunities for enrichment and project-based work.

The PLP is used by the teacher to guide their lesson planning and instructional decisions. The PLP ensures that every student receives the differentiated instruction, interventions, or enrichment necessary for their success.

Flexible Scheduling & Self-Paced Learning

The blended learning program at Venetian Parc Academy embraces flexible scheduling to accommodate the varied rates of student progress inherent in a mastery-based model.

- **Self-Paced Learning:** Students are empowered to take ownership of their learning by progressing at a self-determined pace. This ensures a comprehensive understanding of each concept before progressing to the next.
- **Flexible Time:** The schedule will incorporate "Goal time," allowing students to revisit complex material, seek assistance from educators, or advance independently on a project. This flexibility is critical for ensuring students have the time and support needed to achieve mastery, rather than being forced to move on due to a fixed timetable.

The teacher's role is to set and monitor mastery goals, using formative data to conduct frequent check-ins and provide explicit, teacher-directed instruction. This balance between student agency and teacher guidance ensures that every student is supported in achieving a deep and thorough understanding of the material.

C. Describe the type and level of control students will have over time, place, path, or pace.

At Venetian Parc Academy, the level of student control over learning is intentionally designed to be both empowering and rigorous, balancing a student's agency with the teacher's expertise to ensure mastery of core academic standards. The teacher is the central driver of this process, using data to inform and guide every aspect of a student's journey.

Students are granted control over their pace, which is the cornerstone of our mastery-based learning philosophy. However, this is not an unchecked or "self-determined" pace in the conventional sense. Instead, it is a data-informed pace that is continuously monitored and guided by the teacher to ensure a

comprehensive understanding of each concept. The teacher's role is to establish and monitor mastery goals. They use formative assessments and progress monitoring data from platforms like i-Ready and Google Practice Sets to verify that a student's pace is one of genuine mastery, not just speed. For example, if a student accelerates through a unit but the data reveals they have not achieved a proficiency score of at least 80% on a mastery check, the teacher intervenes. The teacher will then provide targeted, teacher-led instruction to address the specific learning gaps, effectively adjusting the student's pace until mastery is achieved.

The rotational model is specifically designed to support this data-driven pacing. While a student may be working at a self-determined pace on an online platform, the teacher is simultaneously using that data to provide differentiated, teacher-led instruction in small groups for students who need more support.

Students have a significant degree of control over their path, which is the array of activities and resources they use to achieve mastery. However, this path is not unstructured; it is thoughtfully curated and guided by the teacher. The teacher is responsible for designing the Personalized Learning Plan (PLP) for every student. This plan outlines specific academic goals and a range of instructional activities, resources, and projects that are aligned with the student's needs and interests. Within this teacher-designed framework, students can choose activities that match their learning style and proclivities. For instance, in a lesson on simple machines, a student might choose to watch an instructional video, build a physical model with a peer in a collaborative station, or work on a digital simulation. This choice empowers students and enhances engagement while ensuring they remain on a path toward mastery of the required standards.

The level of control over time and place is structured to support the rotational model while building student autonomy. The school's daily schedule is purposefully structured with fixed blocks for core subjects. Within these blocks, students have flexibility to manage their time across the various learning stations. This ensures that every student has access to the teacher for direct instruction and collaborative peer work, while also allowing for individualized, self-paced learning. The blended learning model provides an element of control over place, as students may access and complete portions of their learning on digital platforms at home. This reinforces the development of self-regulation and time management skills, preparing them for future academic and professional environments that require a similar level of autonomy.

D. Describe how the school will utilize industry-leading hardware and software for student individual use.

At Venetian Parc Academy, technology is not an add-on; it is a foundational component of the educational experience. We will provide every student with a Google Chromebook, ensuring a 1:1 student-to-device ratio for equitable access to all digital resources. These devices are intentionally chosen for their seamless integration with our cloud-based ecosystem and their capability to support a wide range of learning activities, from core academic tasks to complex, project-based work.

Our suite of software is purposefully selected to facilitate our three core pedagogical approaches:

project-based learning, mastery-based learning, and personalized learning.

For Project-Based Learning (PBL): Students will use Google Workspace (Docs, Slides, Sheets) as their primary collaborative and creative hub. For example, in a science unit on environmental sustainability, students might use Google Docs to co-author a research paper, Google Slides to create a presentation of their findings, and Google Sheets to analyze data from a community water quality study. Students will use Canva to design public-facing products, such as infographics or websites, for their projects. For more complex projects, students will leverage Gemini AI as a research assistant to brainstorm solutions, and a coding partner to help them build prototypes.

For Mastery-Based Learning: We will utilize a variety of platforms to ensure students achieve deep understanding before progressing. Khan Academy, IXL, and Mathia will be used for students to practice core skills at a self-determined pace. The data generated from these platforms provides immediate feedback to students and informs the teacher's instructional decisions. For instance, a student struggling with a math concept can use Khan Academy's instructional videos and practice problems until they demonstrate mastery, while the teacher monitors their progress in real-time.

For Personalized Learning: The Academy will use platforms such as Amplify Reading/Boost Reading, iStation, and Dreambox to provide individualized reading and mathematics instruction and intervention. i-Ready will be utilized as a diagnostic and progress monitoring tool, with the data from its assessments directly informing a student's personalized learning plan. These programs assess a student's specific needs and provide a tailored curriculum and activities. Students will also use Google Read Alongs for personalized fluency practice, with the AI providing instant feedback on pronunciation and speed. Gemini AI will act as a personalized tutor for students, offering just-in-time support, explaining concepts in a simplified way, and helping them work through challenging problems outside of teacher-led groups.

Assessments at the Academy also move beyond traditional tests by utilizing Digital Mastery Tracking (DMT) with Google Sheets and Google Cloud and other AI-enhanced platforms integrated with Google Classroom to monitor competency progression such as Practice Sets and Read Alongs. Performance-Based Assessments evaluate skills through project outcomes, presentations, code repositories, and practical demonstrations. Digital Portfolios curated by students in Canva, Google Sites or Drive, Slides, and Google Vids showcase skills and growth. Lastly, Formative AI use means Gemini will assist our teachers in creating varied formative assessments or analyzing patterns in student responses (while ensuring data privacy). This integrated approach represents a shift towards a dynamic, student-centered environment where technology is embedded in learning, assessment reflects real-world application, and the goal is deeper understanding and measurable improvement in academic achievement relevant to technology fields.

Our integrated approach ensures that technology is not a siloed subject but is embedded in every aspect of a student's day. The hardware and software are tools that empower students to take ownership of their learning, collaborate with peers, and demonstrate mastery through real-world applications.

E. Describe how the school will integrate industry-leading technology into instructional delivery and design.

Venetian Parc Academy's approach to technology is integral to its mission as a District Innovation

School of Technology, as required by Florida Statute. The school leverages a cohesive ecosystem of hardware and software to serve as a catalyst for enhancing instructional delivery and design, fostering collaboration, and enabling authentic assessment. Technology is not an end in itself but is purposefully embedded to support high academic achievement.

Technology as a Tool for Instruction

The foundation of our instructional model is a 1:1 hardware deployment of Google Chromebooks for every student, supported by Promethean Interactive Panels in every classroom. These tools are used for:

Direct Instruction and Modeling: Teachers use the Promethean Interactive Panels to model concepts, demonstrate problem-solving strategies, and engage students with interactive content. The panels are directly integrated with the student's Chromebooks, allowing teachers to share student work and facilitate real-time collaboration.

Literacy and Language: In the Literacy Block, students use their Chromebooks for personalized practice with programs like iStation and Google Read Alongs. iStation provides adaptive literacy instruction tailored to each student's needs, while Google Read Alongs give students immediate, AI-powered feedback on their reading fluency and pronunciation. This allows teachers to focus their direct instruction on small groups of students with specific, identified needs.

Mathematics and Problem-Solving: Students use their Chromebooks to engage with mastery-based platforms like i-Ready and Khan Academy for foundational skill development and practice. i-Ready will be used as a primary diagnostic and progress monitoring tool, with its data directly informing how teachers group students for small-group instruction and targeted interventions. Teachers will also use the Promethean panels to model math concepts using virtual manipulatives.

Project-Based Learning (PBL): Students use their Chromebooks and Google Workspace (Docs, Slides, Sheets) as a central hub for collaborative work. For a project on local ecology, for example, students might use Google Docs to co-author a research document, Google Slides to create a multimedia presentation, and Google Sheets to organize and analyze data collected in the field.

Technology in Program Design

Technology is a core part of our instructional design, enabling the school's innovative learning models.

AI-Enhanced Instruction: We will leverage AI tools to enhance both instructional design and delivery. Gemini AI will assist teachers in analyzing student data to identify common misconceptions and design varied formative assessments. For students, Gemini AI will serve as a personalized tutor, providing just-in-time explanations and support for complex problems.

Collaborative Design: Google Workspace and Canva are used to foster collaboration, a critical skill in technology fields. Teachers design project-based learning units collaboratively using these tools and then introduce students to them as part of the curriculum. This approach ensures that students are not only learning about technology but are also using industry-standard tools to build, create, and communicate.

Data-Driven Decisions: The school's curriculum and instructional models are supported by a robust data infrastructure. We use a combination of formative assessments and progress monitoring data from i-Ready and Google Practice Sets to make real-time instructional decisions. This continuous cycle of data collection and analysis is the foundation of our differentiated teaching practices and personalized learning plans.

F. Explain how the proposed education program will prepare students to be successful in college and careers.

The proposed educational program at Venetian Parc Academy is designed to foster a comprehensive learning experience that will empower students to excel in their academic and professional pursuits. By providing students with a robust foundation in core knowledge, essential skills, and key competencies, we aim to equip them for success in higher education and the competitive job market.

The mastery-based learning model ensures that students do not simply memorize information but truly internalize it. Through a variety of instructional strategies and assessments, Teachers ensure that students develop a profound understanding of fundamental concepts and can apply their knowledge in practical, creative, and innovative ways. VPA will leverage industry-leading technology and tools to enhance the learning experience and prepare students for the digital age.

Through project-based learning initiatives, students are given the opportunity to tackle real-world problems and develop solutions. This approach fosters critical thinking, problem-solving, collaboration, communication, and other skills that are highly sought after in both college and the professional world. Students gain hands-on experience and learn to apply their knowledge in meaningful contexts.

In addition to academic knowledge and skills, we recognize the importance of industry certifications and recognitions. By integrating these credentials into our curriculum, students can earn tangible evidence of their expertise. These certifications not only validate their skills and knowledge but also make them more attractive to college admissions officers and potential employers.

At Venetian Parc Academy, we believe in empowering students to take ownership of their learning. We foster a culture of self-direction, organization, and accountability, encouraging students to become active participants in their education. These essential skills are not only crucial for academic success but also for navigating any future endeavor with confidence and purpose.

By combining these innovative educational approaches and practices, Venetian Parc Academy is

committed to providing students with a transformative learning experience that prepares them for a bright and successful future. We aim to nurture well-rounded individuals who are equipped with the knowledge, skills, and dispositions needed to thrive in college, the workforce, and beyond.

G. Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.

Daily Schedule and Annual Calendar

The daily schedule at Venetian Parc Academy is structured to optimize learning and provide a balanced educational experience. It includes dedicated blocks for core subjects like literacy and math, and rotations incorporating blended learning strategies, such as project-based learning and learning tied to life skills, character and resiliency education. The annual calendar is thoughtfully planned to ensure 180 instructional days, allowing for comprehensive coverage of the curriculum while incorporating breaks and holidays for rest and rejuvenation.

The Instructional Day at Venetian Parc Academy

At Venetian Parc Academy, each instructional day is carefully structured to maximize student engagement and learning within the innovative, mastery-based framework. The Academy is committed to providing a rich and comprehensive education across a full 180-day school year, ensuring that students receive the necessary instructional time to achieve academic excellence and develop essential skills.

The daily schedule is designed to balance direct instruction, personalized learning, collaborative activities, and opportunities for exploration, creating a dynamic and engaging learning environment. By way of this application, flexibility from minimum hour/day requirements (F.S. § 1011.61, F.S. § 1001.42) is being requested to implement blended learning schedules, competency-based progression, or modified calendars, provided accountability for learning and assessment participation can be maintained. Given that the school is opening with students that would traditionally be labelled as Pre-K through 2nd grade (Ages 4 through 7), we are anticipating the following early learning cohort schedule:

Sample School Day

Time	Activity/Block	Description & Focus
8:30 - 8:45 AM	Morning Meeting & Community Circle	Build classroom community, foster social development, focus on weekly community circle theme, set a supportive tone.
8:45 - 9:30 AM	Literacy and Writing Block	Engage in ELA (English Language Arts) and writing activities, develop foundational literacy skills, and integrate social science topics/concepts
9:30 - 10:15 AM	Math Block	Focused mathematics instruction and activities, build

		mathematical understanding and problem-solving abilities.
10:15 - 10:30 AM	Snack and Break	Recharge, socialize, promote well-being.
10:30 - 11:15 AM	Literacy/Math Rotations	Blended learning; students choose activities (e.g., adaptive tools, digital games, partner activities) based on personalized mastery paths.
11:15 - 11:45 AM	Outdoor Play/Physical Education	Be active, develop gross motor skills, enjoy the outdoors.
11:45 AM - 12:15 PM	Lunch	Eat and socialize, promote a positive and healthy school environment.
12:15 - 12:30 PM	Quiet Time	Relax, refocus, transition to afternoon activities.
12:30 - 1:15 PM	Music/Science/Art/ Makerspace/Library	Exposure to various subjects; activities can align with broader themes (e.g., identity, letter recognition) for interdisciplinary connections.
1:15 - 1:45 PM	Project-Based Learning	Introduce inquiry-based projects related to the current theme; foster critical thinking, problem-solving, and collaboration.
1:45 - 2:15 PM	Choice Time/Free Exploration	Reinforce learned concepts through self-directed activities; differentiated practice and exploration of individual interests.
2:15 - 2:45 PM	Closing Circle	Reflect on the day's learning, share accomplishments, build a sense of closure.

Here's a breakdown of a typical day:

- **Morning Meeting & Community Circle (8:30 - 8:45 AM):**

The day begins with a dedicated "Morning Meeting & Community Circle" block. This time is crucial for building a positive classroom community and fostering students' social development. Activities may include greeting each other, sharing experiences, mindfulness exercises, and discussing the weekly community circle theme, setting a supportive and positive tone for the day's learning.

- **Literacy Block (8:45 - 9:30 AM):**

The first major academic block of the day is dedicated to "Literacy". During this time, students engage in activities focused on ELA (English Language Arts) and writing, developing foundational literacy skills. This may include reading aloud, guided reading, independent reading, phonics instruction, writing workshops, and grammar activities.

- **Math Block (9:30 - 10:15 AM):**



Following literacy, the schedule incorporates a "Math Block". This protected time allows for focused mathematics instruction and activities, building students' mathematical understanding and problem-solving abilities. Activities may include number talks, problem-solving tasks, math games, and hands-on activities using manipulatives.

- **Snack and Break (10:15 - 10:30 AM):**

A brief "Snack and Break" period provides students with a chance to recharge and socialize, promoting well-being and preparing them for the next learning segment. Students can have a healthy snack and engage in free play or conversation.

- **Literacy/Math Rotations (10:30 - 11:15 AM):**

This block is a key element of our blended learning approach. During "Literacy/Math Rotations," students have agency in their learning, choosing from a variety of activities based on their personalized mastery paths. These activities may include:

- Adaptive learning tools on computers or tablets that provide individualized instruction and practice in literacy and math skills.
- Digital games that reinforce literacy and math concepts in a fun and interactive way.
- Partner activities that promote collaboration and communication while practicing literacy and math skills.
- Small group instruction with the teacher for targeted support and extension.

- **Outdoor Play/Physical Education (11:15 - 11:45 AM):**

Recognizing the importance of physical activity and outdoor time, the schedule includes a dedicated "Outdoor Play/Physical Education" block. This time allows students to be active, develop gross motor skills, and enjoy the outdoors. Activities may include organized games, free play, and structured physical education lessons.

- **Lunch (11:45 AM - 12:15 PM):**

A designated "Lunch" period provides students with a time to eat and socialize, promoting a positive and healthy school environment. Students can bring their own lunch or purchase lunch from the school cafeteria.

- **Quiet Time (12:15 - 12:30 PM):**

Following lunch, a short "Quiet Time" is incorporated into the schedule. This allows students to relax and refocus, providing a transition to the afternoon activities. Students may read silently, rest, or engage in calm activities.

- **Music/Science/Art/Makerspace/Library (12:30 - 1:15 PM):**

This block exposes students to a variety of subjects and learning experiences.

"Music/Science/Art/Makerspace/Library" activities can be aligned with broader themes, such as identity and letter recognition, to create interdisciplinary connections. Students may participate in

music lessons, science experiments, art projects, maker activities, or library visits.

- **Project-Based Learning (1:15 - 1:45 PM):**

Project-based learning is a crucial component of our instructional approach. During this time, students are introduced to inquiry-based projects related to the current theme of study, fostering critical thinking, problem-solving, and collaboration skills. Students work in groups to research, design, and create projects that demonstrate their understanding of the theme.

- **Choice Time/Free Exploration (1:45 - 2:15 PM):**

"Choice Time/Free Exploration" provides students with the opportunity to engage in activities that reinforce the concepts they have learned throughout the day. This time for self-directed learning allows for differentiated practice and exploration of individual interests. Students may choose from a variety of activities, such as center-based learning, games, puzzles, or creative projects.

- **Closing Circle (2:15 - 2:45 PM):**

The day concludes with a "Closing Circle". This time for reflection allows students to review the day's learning, share their accomplishments, and build a sense of closure. Students may discuss what they learned, share their favorite part of the day, and express gratitude. This practice will also enable a sense of belonging, critical to a developing child's mental health.

This structured yet flexible daily schedule, implemented across 180 instructional days, reflects Venetian Parc Academy's commitment to providing a well-rounded and effective education that prepares students for future success.

Section 4: Curriculum Plan

A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to master Florida B.E.S.T. Standards.

A. Foundational Commitment

Venetian Parc Academy (VPA) is unequivocally committed to ensuring all students not only meet but exceed the Florida B.E.S.T. Standards. The curriculum is designed to cultivate deep conceptual understanding and the ability to apply knowledge and skills in meaningful, real-world contexts, moving beyond superficial content coverage. This commitment forms the bedrock of the academic program, driving instructional design, resource selection, and assessment practices.

B. Mastery-Based Framework

Central to VPA's approach is a mastery-based learning (MBL) framework. This framework structures learning around highly specific, skill-based units meticulously aligned with the Florida B.E.S.T.

Standards. Unlike traditional models where time is fixed and learning is variable, VPA inverts this paradigm: learning expectations are held constant, while time becomes the variable. Students progress through these units at their own pace, advancing only after demonstrating proficiency or mastery of the defined objectives. Mastery is defined as a student's ability to demonstrate a comprehensive understanding of a defined skill or concept at a rigorous level of at least 80% on a summative assessment or by successfully completing a performance-based task that demonstrates application of the skill. This ensures that foundational knowledge is secure before new concepts are introduced, preventing the accumulation of learning gaps that can hinder future progress. This structure contrasts sharply with conventional systems where students may be moved forward based on seat time or partial understanding, leading to the need for extensive remediation later. The VPA model, inspired by the principles evident in Khan Lab School's implementation, emphasizes specific learning objectives, frequent formative assessment, timely and targeted feedback, and the necessary flexibility in pacing to achieve genuine mastery.

C. ELA Curriculum (K-2) & B.E.S.T. Alignment

The ELA curriculum at VPA is carefully constructed to build proficient readers, writers, and communicators, grounded in the extensive body of research known as the Evidence-Based Reading Instruction (EBRI) and aligned with the Florida B.E.S.T. ELA Standards while weaving the ELA Expectations throughout the curriculum and instruction.

- **Instructional Approach:** The daily schedule includes a dedicated and protected "Literacy Block." Within this block, instruction is dynamic and multifaceted, incorporating whole-group explicit instruction, small-group targeted support, collaborative learning activities, and personalized learning paths facilitated by technology. The foundational instructional methodology is explicitly aligned with the principles of the Science of Reading, ensuring that evidence-based practices guide the teaching of foundational skills, vocabulary, and comprehension.
- **Foundational Skills:** Recognizing that proficient reading relies on strong

foundational skills, VPA implements explicit and systematic instruction in phonological awareness, phonics, and fluency, directly aligning with EBRI research and Florida B.E.S.T. Foundational Skills Standards.

- *Phonological and Phonemic Awareness:* Instruction focuses on the sounds of spoken language, progressing from identifying rhymes and syllables (ELA.K.F.1.2) to blending and segmenting phonemes in increasingly complex words, including those with digraphs and blends (ELA.1.F.1.2). Activities involve manipulating sounds with letters, aligning with effective practices identified by research.
- *Phonics and Word Analysis:* Students receive systematic instruction linking sounds to letters

(graphemes) to decode and encode words. This begins with CVC words and high-frequency words in Kindergarten (ELA.K.F.1.3, ELA.K.F.1.4), progresses to decoding words with digraphs, blends, r-controlled vowels, inflectional endings, and simple multi-syllable words in 1st Grade (ELA.1.F.1.3), and advances to variable vowel teams, diphthongs, open/closed syllables,

prefixes/suffixes, and silent letter combinations in 2nd Grade (ELA.2.F.1.3). This systematic approach ensures all necessary phonics patterns are taught deliberately.

- *Fluency*: Instruction aims to develop accurate, automatic word recognition and appropriate prosody (expression). This includes practice with grade-level high-frequency words (ELA.K.F.1.4, ELA.1.F.1.4) and repeated readings of connected text to build speed, accuracy, and expression (ELA.1.F.1.4, ELA.2.F.1.4). Fluency is understood as a critical bridge between decoding and comprehension. The deliberate layering of EBRI principles within the mastery-based framework ensures that both the scientifically validated components of reading instruction and the pedagogical structure for effective delivery (pacing, feedback, correction) are addressed. This combination directly targets the need for systematic instruction identified in reading research by embedding it within a supportive, personalized system designed to prevent early reading difficulties.
- **Reading Comprehension & Vocabulary**: Building upon foundational skills, the curriculum develops reading comprehension and vocabulary, aligning with the Language Comprehension strand of EBRI models like the Simple View of Reading and Scarborough's Rope and Florida B.E.S.T. Reading Standards. Instruction includes:
 - *Exposure to Diverse Texts*: Students engage with a variety of literary and informational texts, including read-alouds of complex texts to build background knowledge and vocabulary.
 - *Explicit Vocabulary Instruction*: Key vocabulary words are taught explicitly, focusing on meaning and usage in context.
 - *Comprehension Strategies*: Students learn to identify main ideas and details (ELA.K.R.2.2, ELA.1.R.2.2, ELA.2.R.2.2), describe story elements (ELA.K.R.1.1, ELA.1.R.1.1, ELA.2.R.1.1), understand author's purpose and perspective (ELA.1.R.2.3, ELA.2.R.2.3), identify theme/moral (ELA.1.R.1.2, ELA.2.R.1.2), and compare/contrast texts (ELA.K.R.3.3, ELA.1.R.3.3, ELA.2.R.3.3).
- **Writing & Language**: Writing instruction is integrated with reading, progressing from printing letters to combining drawings, dictations to express opinions (ELA.K.C.1.1 and ELA.K.C.1.3) to developing more structured writing in later grades. Students learn grammar, usage, and mechanics aligned with B.E.S.T. Communication benchmarks. Digital tools are utilized for producing and publishing writing, including collaborative work.
- **Speaking & Listening**: Collaborative conversations are fostered through structured discussions about texts and topics, teaching students agreed-upon rules like listening and taking turns. Students practice asking and answering questions to clarify understanding or seek information.

D. Mathematics Curriculum (K-2) & B.E.S.T. Alignment

The VPA mathematics curriculum aims to build deep mathematical understanding, procedural fluency,

and the ability to apply mathematical concepts to solve problems, fully aligned with the Florida B.E.S.T. Standards for Mathematics.

- **Instructional Approach**: A dedicated "Math Block" provides focused time for mathematics learning. Instruction blends direct teaching, collaborative problem-solving activities, the use of

concrete and virtual manipulatives, and personalized learning paths supported by digital tools like Khan Academy. The emphasis is on developing both conceptual understanding and procedural reliability.

- **Number Sense and Operations (NSO):** This strand forms the critical foundation of the K-2 math curriculum. Instruction systematically develops understanding and skills aligned with B.E.S.T. NSO standards:
 - *Kindergarten:* Focus on counting objects up to 20 (cardinality, one-to-one correspondence), comparing groups (less than, greater than, equal to), reciting number names to 100, understanding 10-20 as a ten and some ones, comparing numbers to 20, and exploring addition/subtraction within 10 (MA.K.NSO.1, MA.K.NSO.2, MA.K.NSO.3).
 - *First Grade:* Extending counting to 120, skip counting (2s, 5s), reading/writing numbers to 100 (standard, expanded, word forms), composing/decomposing two-digit numbers, comparing numbers to 100 (using symbols $<$, $>$, $=$), recalling addition/subtraction facts to 10 automatically, adding/subtracting within 20 reliably, understanding ten more/less, and exploring addition/subtraction involving two-digit and one-digit numbers (MA.1.NSO.1, MA.1.NSO.2).
 - *Second Grade:* Reading/writing numbers to 1000 (standard, expanded, word forms), composing/decomposing three-digit numbers, comparing numbers to 1000, rounding to the nearest 10, recalling addition/subtraction facts to 20 automatically, understanding ten/hundred more/less, adding/subtracting within 100 reliably, and exploring addition/subtraction within 1000 (MA.2.NSO.1, MA.2.NSO.2). The mastery-based approach in mathematics is particularly crucial for these foundational NSO standards. Because mathematical understanding is highly sequential, allowing students the time and support to achieve mastery at each step prevents the development of persistent gaps that hinder success in more advanced topics. This proactive approach, ensuring proficiency before progression, aligns with the goal of minimizing the need for later, often costly, remediation.
- **Algebraic Reasoning (AR), Measurement (M), Geometric Reasoning (GR), Data Analysis & Probability (DP):** While NSO is foundational, the curriculum also introduces concepts from other B.E.S.T. strands in an age-appropriate manner. This includes exploring patterns, solving simple equations (AR); comparing lengths/weights, telling time (M); identifying shapes, composing shapes (GR); and collecting/representing simple data (DP). Specific standards within these strands are addressed through integrated activities and projects.
- **Mathematical Thinking and Reasoning (MTR):** The MTR standards are not taught in isolation but are woven into the fabric of all mathematics instruction. Teachers actively cultivate students' abilities to persevere in problem-solving, reason abstractly and quantitatively, construct viable arguments, model with mathematics, use tools strategically, attend to precision, and look for structure.

E. Science Curriculum

The Science curriculum at VPA is designed to spark curiosity, exploration, and a foundational understanding of the natural world, aligned with the Florida Standards for Science.

- **Instructional Approach:** Science is integrated into the curriculum through hands-on activities, experiments, and project-based learning, with dedicated time within the Music/Science/Art/Makerspace block and in Project-Based Learning time.
- **Key Strands:** Instruction focuses on:
 - The Nature of Science: Developing inquiry skills, observation, data collection, and forming explanations.
 - Life Science: Exploring living things, their needs, life cycles, and environments.
 - Physical Science: Investigating properties of matter, motion, and energy.
 - Earth and Space Science: Observing and understanding Earth's features, weather, and space.
- **Technology Integration:** Digital tools may be used for research, data collection, simulations, and presentations.

F. Social Studies Curriculum

The Social Studies curriculum at VPA aims to build an understanding of self, community, and the world, aligned with the Florida Standards for Social Studies.

- **Instructional Approach:** Social Studies concepts are integrated into literacy blocks, project-based learning, and class discussions, fostering civic engagement and an understanding of history and culture.
- **Key Strands:** Instruction focuses on:
 - Civics: Developing an understanding of rules, responsibilities, citizenship, and government.
 - History: Exploring personal, family, and community history, and significant historical figures and events.
 - Geography: Learning about maps, globes, basic geographical concepts, and different places.
 - Economics: Introducing basic economic concepts like needs, wants, goods, and services.
- **Technology Integration:** Digital resources may be used to explore maps, historical sources, and current events, and to create presentations.

Assessment Integration

Assessment is seamlessly integrated within the core ELA and math curriculum. A variety of formative assessments (e.g., observations, questioning, short tasks) provide ongoing feedback to guide instruction and student learning pathways. Summative assessments, including performance tasks and

project-based evaluations, measure mastery of B.E.S.T. standards at the culmination of learning units.

F. Scheduling and Prioritization

The explicit designation of protected "Literacy Blocks" and "Math Blocks" underscores the high priority

placed on these foundational academic areas. This dedicated time ensures sufficient focus on core skill development. However, the structure within these blocks remains flexible, accommodating the varied instructional activities—direct instruction, collaboration, personalized work—necessary to implement the mastery-based, personalized model effectively. This balance allows teachers to meet diverse student needs without compromising the emphasis on core ELA and mathematics proficiency aligned with the B.E.S.T. standards.

G. Curriculum and Assessment Cycle

The curriculum operates on a plan-teach-assess-remediate/enrich cycle. Teachers and PLCs first review state standards to identify learning goals (Plan). They then deliver instruction using a blended learning model, including teacher-led, direct instruction as needed (Teach). Formative assessments are used to check for understanding, and a summative mastery check is administered (Assess). Based on the results, teachers provide targeted remediation for students who haven't achieved mastery or offer enrichment activities for those who have (Remediate/Enrich). This cycle aligns closely with the Miami-Dade County Public Schools Continuous improvement model which is a core philosophy to drive student achievement and organizational effectiveness. This model aligns with the state's requirements, and is most prominently operationalized through the School Improvement Process (SIP). It's a structured, cyclical approach that all schools follow to analyze data, set goals, and implement and monitor plans for improvement. VPA will also adhere to this process to ensure that the school's instructional and curricular goals are monitored and achieved.

The SIP is the primary tool for continuous improvement at the school level in MDCPS. It's not a one-time task but a "living document" that schools use throughout the year. The process involves a few key phases:

1. **Data Analysis and Planning (Plan):** At the start of the school year, the School Leadership Team (SLT) and the Educational Excellence School Advisory Council (EESAC), which includes parents and community members, analyze a wide range of data. This includes student assessment scores, school grades, discipline records, and climate surveys. The goal is to identify strengths and weaknesses and pinpoint specific areas that need improvement. This analysis leads to the creation of the school's annual SIP with measurable goals and action steps.
2. **Implementation (Teach):** The school staff puts the plan into action. This may involve introducing new instructional strategies, providing targeted professional development for teachers, or launching specific interventions to support students who are struggling academically or behaviorally.
3. **Progress Monitoring (Assess):** Throughout the year, schools continuously track their progress against the goals set in the SIP. This involves regular meetings, data reviews, and classroom observations. The district also provides support through various channels to help schools monitor their plans and make necessary adjustments.
4. **Reflection and Adjustment (Remediate/Enrich):** At the end of the year, the school community reflects on the outcomes of the SIP. They evaluate what worked, what didn't, and why. This reflection provides the foundation for the next year's planning phase, completing the cycle and ensuring a culture of ongoing improvement.

Although the SIP process is an annual reflection on progress, the school's plan-teach-assess-remediate/enrich cycle will be used on an ongoing basis to constantly move student performance towards mastery goals.

H. Support for Diverse Learners

To ensure all students, including those with disabilities and English Language Learners, receive appropriate support, the school will implement the District's Multi-Tiered System of Supports (MTSS) framework. The MTSS process, led by a school-based team, will use universal screenings and diagnostic tools to identify students in need of academic or behavioral interventions. This process will formally identify students who may need to be referred for a special education eligibility determination under IDEA. Additionally, a clear plan for developing and implementing Individualized Education Plans (IEPs) and Limited English Proficiency (LEP) plans will be detailed, including how special education and ESOL teachers will collaborate with general education teachers to provide specially designed instruction and accommodations.

I. Professional Learning

A comprehensive professional learning and support plan is a core component of the VPA model and is already underway. VPA has proactively addressed this need by partnering with external experts and leveraging district resources to ensure instructional staff are fully equipped to implement the school's innovative educational model with fidelity.

VPA is leveraging a strategic partnership with Dr. Anthony Kim and his team at Educational Elements, who specialize in implementing personalized, blended learning models. This partnership includes the creation of a tailored Mastery-Based Learning Playbook (Appendix A) that serves as the blueprint for the instructional design and a primary professional development resource. The playbook provides detailed guidance on a wide range of topics, including:

- How to break down Florida B.E.S.T. Standards into clear, mastery-aligned learning goals.
- How to operationalize a flexible rotation model that integrates teacher-led, collaborative, and independent learning.
- How to use a variety of formative assessments to gather evidence of learning.
- How to foster student agency through goal setting and reflection.

Additionally, VPA staff has already engaged in a foundational training session titled "Visioning, Operationalizing, Preparing for Launch," focused on internalizing the mission and translating the playbook into clear routines and practices. The agenda included practical work on communicating the model, discussing "must-have" routines, and drafting the first family newsletter. This direct, hands-on training ensures the VPA team is not just aware of the models but is actively prepared to implement them from day one.

The school's commitment to professional growth is also embedded in the school's daily and weekly schedule. Staff have dedicated, protected planning time for collaboration and professional learning. This time is used for weekly data review cycles where all staff analyze student progress, plan targeted interventions, and make adjustments to flexible groupings. In addition, the school has leveraged the

district's iLearn technology support team, who are Google certified, to ensure staff are skilled in using tools like Google Chromebooks, Google Workspace, and Gemini AI for instructional design and delivery.

This comprehensive plan, which includes expert-led training, a detailed playbook, and protected time for continuous learning, ensures the instructional staff is fully supported in implementing the innovative, mastery-based learning model.

B. Describe the research base and foundation materials that were used to develop the curriculum.

A. Overview

The curriculum and instructional practices at Venetian Parc Academy are deliberately chosen and synthesized, grounded in robust educational research and established pedagogical models. This foundation ensures that the school's innovative approach is not merely novel but also effective and aligned with best practices for student learning and development. The core models informing VPA's design are Mastery-Based Learning (inspired by Khan Lab School), Project-Based Learning (based on the PBLWorks Gold Standard), the Evidence-Based Reading Instruction, and the Reggio Emilia approach.

B. Mastery-Based Learning (MBL)

- **Core Tenets:** MBL is characterized by several key principles: learning objectives are clearly defined and aligned with standards; students progress through curriculum at a flexible pace determined by their demonstrated understanding; frequent formative assessments monitor learning and provide actionable feedback; students receive targeted corrective instruction to address misunderstandings before moving forward; and summative assessments are used to verify mastery, often requiring a high threshold (e.g., 80-90%) before advancement. Student work habits and behaviors are typically reported separately from academic achievement.
- **Research Base:** Decades of research, dating back to the work of Benjamin Bloom, support the effectiveness of MBL. Studies consistently show that students in well-implemented MBL environments achieve at higher levels and develop greater academic self-confidence compared to those in traditional classrooms. The positive effects are often particularly pronounced for students considered at risk of academic failure. Key researchers like Thomas Guskey emphasize the critical role of formative assessment coupled with high-quality corrective instruction in the MBL process. The Khan Lab School (KLS) provides a contemporary example of MBL in practice, emphasizing personalization, addressing learning gaps, and fostering a growth mindset.
- **VPA Implementation:** VPA adopts an MBL framework inspired by the KLS model. This involves leveraging technology for personalized learning paths (e.g., Khan Academy, Google Practice Sets), using digital tools for tracking competency progression, providing immediate feedback, and facilitating frequent teacher-student interactions focused on formative assessment and coaching.

The goal is to ensure students build a solid foundation by mastering prerequisite skills before tackling more complex material.

C. Project-Based Learning (PBL)

- **Core Tenets:** VPA utilizes the Gold Standard PBL model developed by PBLWorks (formerly the Buck Institute for Education). This model defines high-quality PBL through Seven Essential Project Design Elements: a Challenging Problem or Question that frames the project; Sustained Inquiry where students investigate deeply over time; Authenticity connecting the project to real-world contexts, tools, or impact; Student Voice & Choice allowing students agency in the process; Reflection on learning and process; Critique & Revision using feedback to improve work; and a Public Product shared beyond the classroom. This approach contrasts sharply with superficial "dessert projects" tacked onto the end of traditional units; in Gold Standard PBL, the project *is* the unit, driving the learning of core content and skills.
- **Research Base:** PBLWorks emphasizes that its model is research-informed, designed to promote deeper learning, critical thinking, collaboration, communication, and self-management skills. Research suggests PBL can be particularly effective in improving student engagement and retention of knowledge, and it is seen as a key strategy for advancing educational equity by empowering diverse learners.
- **VPA Implementation:** At VPA, PBL serves as the primary vehicle for students to apply the knowledge and skills acquired through mastery-based units. Projects are designed to be the "main course," engaging students in authentic, complex problem-solving, often integrating technology. This approach directly supports the development of higher-order thinking skills and prepares students for the types of challenges they will encounter beyond school, aligning with the goal of monitoring skills like problem-solving, research, interpretation, and communication. The synergy between MBL and PBL is foundational to VPA's model. MBL ensures students acquire the necessary foundational knowledge and discrete skills, providing the toolkit needed for complex tasks. PBL then provides the authentic, challenging context where students must integrate and apply these skills to create meaningful products or solutions. This structure prevents the potential pitfalls of PBL without adequate foundational knowledge, while ensuring that mastery is demonstrated through effective transfer and application in performance, aligning with rigorous definitions of true mastery.

D. Evidence-Based Reading Instruction (EBRI)

- **Core Tenets:** EBRI is not a program but rather a vast body of converging scientific evidence from multiple disciplines (cognitive psychology, neuroscience, linguistics, education) detailing how humans learn to read. Key takeaways emphasize the importance of explicit, systematic instruction in foundational skills, including phonological awareness (sensitivity to sounds in spoken words), phonics (letter-sound correspondences), and fluency (accurate, automatic reading with expression). It also highlights the critical role of language comprehension, encompassing vocabulary, background knowledge, and understanding of language structures. Models like the Simple View of

Reading (Word Recognition x Language Comprehension = Reading Comprehension) and Scarborough's Reading Rope illustrate these interconnected components.

- **Research Base:** The research supporting EBRI spans decades and includes thousands of studies, utilizing methodologies like experimental and quasi-experimental designs to determine effective instructional practices. Findings from sources like the National Reading Panel have underscored the effectiveness of systematic phonics instruction. Research indicates a large percentage of students require this type of explicit instruction to become proficient readers.
- **VPA Implementation:** VPA unequivocally adopts EBRI principles as the non-negotiable foundation for its K-2 ELA instruction. Within the flexible, personalized mastery framework, the *content* and *sequence* of foundational skills instruction are dictated by this body of evidence. This ensures that the student agency and personalization inherent in MBL and PBL do not compromise the delivery of explicit, systematic, evidence-based reading instruction crucial for early literacy success. This structure carefully balances student engagement and choice with the necessary instructional rigor identified by science.

E. Reggio Emilia Approach (Early Childhood Center & K-2 Influence)

- **Core Tenets:** Originating in Reggio Emilia, Italy, this philosophy is built upon a powerful "Image of the Child" as competent, curious, and full of potential. Key principles include the "Hundred Languages of Children," which recognizes and values the multitude of ways children express themselves and learn (art, music, drama, construction, etc.); the "Environment as the Third Teacher," emphasizing the intentional design of beautiful, stimulating spaces that provoke learning; an Emergent Curriculum that follows children's interests through in-depth Projects; a strong emphasis on Collaboration among children, teachers, and families; the practice of Documentation to make learning visible; the Teacher as researcher and partner in learning; and the Parent as an active participant.
- **Research Base:** The Reggio Emilia approach, though often considered a philosophy, is significantly shaped by constructivist theories, such as those proposed by Vygotsky, Piaget, and Dewey. It has undergone extensive examination and adaptation within early childhood environments globally. Its focus on social learning, inquiry, and diverse forms of representation is consistent with current perspectives on child development.
- **VPA Implementation (K-2):** The dedicated Early Childhood Center will fully implement the Reggio Emilia approach, while its core tenets will significantly influence the K-2 program. The K-2 learning environment will be intentionally designed as an inviting and resource-rich space, embodying the principle of "Environment as Third Teacher." Project-based learning will draw inspiration from Reggio's project methodology, fostering student inquiry and diverse forms of representation through "Hundred Languages." Collaboration will be a central component, and systematic documentation practices, including digital portfolios, will render student thinking visible. The Reggio philosophy, which views the child as capable and agentic, provides a robust philosophical foundation that complements the student-centered elements of KLS-inspired MBL and PBL. This approach encourages varied forms of expression and honors student interests, thereby establishing a cohesive educational philosophy across the selected pedagogical models.

C. Describe how the school will integrate industry-leading technology into instruction.

A. Vision for Technology

Venetian Parc Academy's approach to technology is integral to its mission and directly aligns with the core purpose of a District Innovation School of Technology: the "innovative use of industry-leading technology" to support high academic achievement. Technology at VPA is envisioned not as an end in itself, but as a powerful catalyst for enhancing personalized learning, fostering collaboration, enabling authentic assessment, expanding access to resources, and developing essential 21st-century skills.

B. Hardware Infrastructure

A robust and thoughtfully planned hardware infrastructure provides the foundation for VPA's technology-rich environment.

- **Student Devices:** Beginning in Kindergarten, every student will have access to a Google Chromebook for individual use. This 1:1 deployment ensures equitable access to digital resources and tools. Chromebooks were selected for their seamless integration with the Google Cloud ecosystem, robust security features, ease of management via the Google Admin Console, and overall cost-effectiveness, making them a sustainable choice for widespread deployment.
- **Classroom Displays:** Classrooms will be equipped with Promethean Interactive Panels. These large, touch-enabled displays run on ChromeOS, integrating smoothly with student Chromebooks and the Google environment. They facilitate interactive instruction, enable easy screen sharing from student devices, and come embedded with a suite of instructional tools designed to enhance engagement and collaboration.
- **Network:** Recognizing the demands of a cloud-centric, 1:1 environment, VPA has invested in a high-capacity network infrastructure. This includes Wi-Fi 6 technology for faster, more reliable wireless connectivity, state-of-the-art network switches for efficient data handling, and robust routers to ensure network stability and uptime, supporting seamless access to online resources and collaborative platforms.
- **Future Plans:** As VPA expands into upper grades, the hardware infrastructure will evolve to meet the demands of more specialized pathways. Plans include providing access to higher-performance Windows PCs and Macs, potentially through Virtual Desktop Infrastructure (VDI) solutions like Itopia, for demanding tasks like graphic design or video editing. Specialized equipment such as robotics kits, 3D printers for design and prototyping, and advanced networking gear for IT pathways will also be incorporated, ensuring continued alignment with the DIST focus on industry-leading technology.

C. Software Ecosystem

VPA leverages a cohesive ecosystem of software tools designed to support its pedagogical model and

administrative needs.

- **Core Productivity/Collaboration:** Google Workspace for Education Plus is a comprehensive platform for productivity and collaboration, offering tools such as Google Docs, Sheets, Slides, Vids, Classroom, Meet, and the integrated AI assistant, Gemini. These resources equip students and educators with a robust suite for content creation, communication, workflow management, and project collaboration. Canva is also employed as a primary design tool. This suite directly facilitates the collaborative requirements of problem-based learning and the development of digital artifacts for portfolios.
- **Personalized Learning Platforms:** To facilitate mastery-based learning, VPA integrates adaptive learning platforms. Khan Academy provides personalized practice pathways, particularly in mathematics, allowing students to work on skills at their own pace based on their demonstrated understanding. Google Classroom features like Practice Sets offer additional opportunities for targeted skill-building and formative assessment.
- **AI Integration:** VPA plans to strategically integrate Artificial Intelligence tools to enhance learning and teaching. Gemini AI is envisioned as a versatile tool acting as a personalized tutor for students needing extra support or challenge, a research assistant for inquiry-based projects, and a brainstorming partner. For teachers, Gemini can assist with lesson planning, creating differentiated materials, and analyzing patterns in student assessment data, freeing up time for direct student interaction. Other tools like Google's NotebookLM for organizing research and Google Read Along for supporting early literacy development will also be integrated. This purposeful integration of AI represents a move beyond basic technology use towards adaptive, personalized support, directly addressing the call for innovative technology use.
- **Future Plans:** Consistent with the hardware expansion, the software repertoire will grow in upper grades to include industry-standard applications relevant to specific pathways. This may encompass programming Integrated Development Environments (IDEs) like Visual Studio Code, professional design suites (e.g., Adobe Creative Cloud alongside Canva), data analysis software, and cybersecurity platforms, ensuring students gain practical experience with tools used in their potential future fields.

D. Integration into Instruction (K-2 Examples)

Technology integration at VPA is not about using tools for their own sake, but about purposefully embedding them to enhance learning aligned with the curriculum and pedagogical models.

- **ELA:** Students will use Google Read Along on their Chromebooks for individualized fluency practice, receiving immediate feedback. They will use Google Docs or Slides for collaborative writing activities, fulfilling standards related to using digital tools for production and collaboration. Gemini will be used to explore word meanings, generate creative writing prompts, or assist students

(with teacher guidance) in finding age-appropriate information for mini-research tasks. Inspired by Reggio documentation, students can use Chromebook cameras and simple tools like Google Slides

or Vids to capture and reflect on their learning experiences.

- **Math:** Khan Academy and Google Practice Sets provide personalized practice loops aligned with B.E.S.T. NSO standards, allowing students to work towards mastery at their own pace. Teachers will use the Promethean panels to display interactive simulations or manipulatives. Students will use simple spreadsheet functions in Google Sheets (in later grades) for data collection during projects or use digital drawing tools to represent their mathematical thinking.
- **PBL:** Google Workspace tools are essential for PBL, facilitating collaborative research (Docs, Sheets), planning (Tasks, Calendar), and the creation of diverse public products (Slides, Vids, Sites, Canva). Students will use age-appropriate coding platforms or digital design tools as part of their project work. Gemini will serve as a brainstorming partner when tackling the project's challenging problem or question.
- **Assessment:** Google Classroom and Practice Sets allow for efficient delivery and tracking of formative assessments. Digital portfolios, curated using tools like Google Sites, Drive, Slides, Vids, or Canva, provide a dynamic way for students to showcase their work and demonstrate mastery over time. AI tools like Gemini will assist teachers in analyzing formative assessment data to identify learning patterns and inform instructional adjustments.

E. Supporting Principles

The technology plan implemented by VPA directly supports several guiding principles outlined in FS 1002.451. The integration of MBL, PBL, AI, and collaborative platforms aligns with the directive for innovative learning methods and assessment tools. The strategic use of the Google ecosystem aims to enhance financial efficiency while promoting academic success. The plan explicitly commits to utilizing industry-leading hardware and software for both student use and infrastructure development, encompassing current technologies such as Chromebooks, Promethean, Google Workspace, and AI, as well as future specialized hardware and software.

The unified nature of the Google ecosystem, which integrates hardware, core software, learning platforms, cloud infrastructure, and AI, creates a robust and cohesive platform. This integration optimizes workflows, facilitates data exchange between applications (e.g., assessment data informing personalized learning paths), and efficiently supports the core pedagogical models of MBL and PBL. This unified approach is anticipated to be more cost-effective and manageable than employing multiple disparate systems, thereby contributing to the financial efficiency objective. Furthermore, the technology plan carefully balances foundational tools suitable for early education with a clear strategy for incorporating more sophisticated, industry-specific technologies as students progress, demonstrating a comprehensive, long-term vision that addresses the full scope of requirements throughout the school's operational lifespan.

D. Explain how students who enter the school above/below grade level will be engaged in and benefit from the curriculum.

A. Commitment to All Learners

Venetian Parc Academy is founded on the principle that every student deserves access to a high-quality education that meets their individual needs. The school is committed to creating an inclusive learning environment where students entering Kindergarten through 2nd grade, regardless of their prior experiences or current academic levels, are fully engaged in and benefit significantly from the curriculum. The pedagogical models and technology integration are intentionally designed to facilitate robust differentiation and personalized support. To ensure all students, including those with disabilities and English Language Learners, receive appropriate support, the school will implement the District's Multi-Tiered System of Supports (MTSS) framework. The MTSS process, led by a school-based team, will use universal screenings and diagnostic tools to identify students in need of academic or behavioral interventions. This process will formally identify students who may need to be referred for a special education eligibility determination under IDEA. Additionally, a clear plan for developing and implementing Individualized Education Plans (IEPs) and Limited English Proficiency (LEP) plans will be detailed, including how special education and ESOL teachers will collaborate with general education teachers to provide specially designed instruction and accommodations. Miami-Dade County Public Schools has comprehensive, established policies and procedures to address the specific needs of all student populations, including those with disabilities, gifted abilities, and English Language Learners (ELLs). The district operates under a framework that is in direct contrast to the deficiencies noted in the application. VPA will adhere to these policies.

Students with Disabilities (ESE)

M-DCPS has a robust system for identifying and serving students with disabilities, as required by the Individuals with Disabilities Education Act (IDEA).

- **Multi-Tiered System of Supports (MTSS):** The district's core strategy is a problem-solving process based on MTSS. This tiered framework provides increasingly intensive support to students based on data. It begins with universal screenings and high-quality classroom instruction (Tier 1). If a student doesn't make progress, they receive targeted interventions in small groups (Tier 2), followed by intensive, individualized support (Tier 3). This process helps identify students who may need a formal evaluation for special education services.
- **Formal Evaluations:** The district has clear procedures for formal evaluations under IDEA, which is a multi-disciplinary team process. A teacher cannot unilaterally determine a student's eligibility. Instead, a team including parents, teachers, and specialists (e.g., school psychologists, speech-language pathologists) conducts a comprehensive evaluation to determine if a student has a disability and qualifies for

specially designed instruction.

- **IEPs and 504 Plans:** For students who qualify, the district develops an Individualized Education Program (IEP) or a Section 504 Plan. These are formal, legally-binding documents that outline the specific accommodations, related services, and specially designed instruction a student will receive.
- **Staffing:** The district employs and VPA will engage with a wide range of specialized staff, including special education teachers, paraprofessionals, school psychologists, and therapists, to support students with disabilities and implement their plans.

Gifted Learners

M-DCPS provides a continuum of services for gifted students, which are not simply "informal" or "embedded."

- **Formal Identification:** Students are formally identified as gifted through a multi-step process that includes screening, testing, and a comprehensive review of their abilities.
- **Educational Plans (EPs):** Once identified, students receive an **Educational Plan (EP)** that outlines their specific academic goals and the services they will receive.
- **Service Delivery:** Gifted students can receive support through a variety of formal models, including part-time or full-time gifted classes, advanced coursework, and consultation with gifted-endorsed teachers.

English Language Learners (ELLs)

The district has specific programs and legal obligations to serve its large population of ELL students.

- **Language Proficiency Assessment:** Upon registration, a student's language proficiency is assessed using a Home Language Survey. If a language other than English is spoken at home, the student is tested to determine their English proficiency.
- **ESOL Programs:** Students who are not proficient in English are classified as ELLs and placed in a formal English for Speakers of Other Languages (ESOL) program. They receive instruction from certified teachers with ESOL endorsements.
- **Instructional Support:** These students receive support through a variety of methods, including instructional content in their native language and access to supplemental resources and programs.
- **Ongoing Progress Monitoring:** The district regularly monitors ELL students' progress to ensure they are acquiring English language skills and are on track to be "exited" from the program.

B. Strategies for Students Below Grade Level

Students who enter VPA performing below grade-level expectations will receive targeted support embedded within the core instructional framework:

- **Mastery Learning:** The fundamental structure of MBL is inherently supportive. These students are afforded the necessary time and individualized attention to master foundational concepts before being required to move on. The cycle of formative assessment, immediate feedback, and targeted corrective instruction ensures that misunderstandings are addressed promptly and effectively.
- **Flexible Pacing:** Students are not pressured to keep pace with peers if they require more time to grasp essential skills or concepts. Progression is based on demonstrated understanding, not the calendar.
- **Personalized Learning Paths:** Teachers utilize data from formative assessments to guide students toward specific resources and activities designed to address their learning gaps. Technology platforms like Khan Academy or Google Practice Sets provide tailored practice, while AI tools like Gemini might offer supplementary explanations or skill reinforcement.
- **Targeted Support:** The Literacy and Math Blocks are structured to allow flexible grouping. Teachers can pull small groups for focused instruction on specific skills or concepts identified as areas of need.
- **PBL Scaffolding:** Within Project-Based Learning units, teachers provide appropriate scaffolds to ensure all students can access the core learning and contribute meaningfully. This might include providing graphic organizers, sentence starters, breaking down complex tasks into smaller steps, or offering pre-teaching of necessary background knowledge.

C. Strategies for Students Above Grade Level

Students who enter VPA demonstrating skills and knowledge above grade-level expectations will be consistently challenged and engaged through various strategies:

- **Mastery Learning:** The MBL framework allows advanced learners to progress more rapidly through units once they demonstrate mastery, preventing the disengagement that can arise from unnecessary repetition.
- **Flexible Pacing:** These students can accelerate through content they grasp quickly, freeing up time for deeper exploration or more complex tasks.
- **Personalized Learning Paths:** Teachers guide advanced learners toward enrichment activities, extension problems, or more sophisticated resources. Digital platforms can offer access to above-grade-level content or more challenging applications of skills.
- **PBL Enrichment:** PBL offers numerous opportunities for enrichment. Advanced students can delve deeper into research questions, take on leadership roles within their teams, tackle more complex aspects of the project challenge, explore related tangential topics, or serve as peer tutors.
- **AI Tools:** Tools like Gemini can be used by advanced learners (with guidance) to conduct more sophisticated research, explore complex ideas beyond the core curriculum, generate creative project extensions, or even learn introductory coding concepts related to a project.

D. Role of Technology

Technology plays a critical role in enabling differentiation at scale. Adaptive learning platforms automatically adjust the difficulty of practice based on student performance. AI tutors like Gemini and Khanmigo will provide individualized explanations and support on demand. Digital resources offer a vast library of materials that can be curated to meet diverse learning needs. Technology facilitates the management and delivery of personalized learning paths, making robust differentiation more feasible for teachers.

E. Teacher Role

In a personalized educational setting, the teacher's role evolves from that of a primary content deliverer to a multifaceted facilitator, including evaluating learner profiles, coaching, and building relationships. Educators utilize formative assessment data to ascertain individual student needs, guide them along appropriate learning trajectories, provide targeted interventions or enrichment, foster collaborative learning, and cultivate an inclusive classroom environment that empowers all students. The integration of artificial intelligence (AI) tools is expected to significantly enhance this personalized approach. By automating tasks such as providing initial explanations, offering customized practice sets, analyzing student work for common errors, or suggesting relevant resources, AI can potentially reduce the substantial time commitments associated with extensive differentiation. This enables teachers to allocate more valuable time to high-impact activities, including leading small group discussions, offering individualized coaching, addressing complex misconceptions, and building strong student relationships, thereby making ambitious personalization goals more sustainable and effective for the institution.

The synergy between mastery-based learning's flexible pacing for skill acquisition and project-based learning's inherent adaptability for application establishes a robust framework for differentiation. Students can progress through foundational skills at their own pace via mastery-based learning, ensuring they acquire necessary proficiencies. Subsequently, within a single project-based learning unit centered on a shared challenge, students can engage at varying levels of complexity—some focusing on core requirements, while others undertake advanced extensions or leadership responsibilities. This methodology transcends simple pacing adjustments, allowing for richer, more diverse engagement tailored to individual readiness and interests.

E. Describe proposed curriculum areas to be included other than the core academic areas (including the benefit to students).

A. Rationale

Venetian Parc Academy acknowledges that an exemplary education encompasses more than mere proficiency in English Language Arts and Mathematics. The K-2 curriculum is structured to cultivate the holistic development of each child, promoting creativity, critical thinking, practical life skills, robust character, resilience, physical health, and fundamental digital literacy. These supplementary domains are regarded as indispensable elements of a comprehensive education, especially during the pivotal

early developmental stages, thereby establishing a foundation for sustained learning and achievement.

B. Influence of Reggio Emilia

The Reggio Emilia approach profoundly shapes the philosophy and design of the non-core curriculum, emphasizing the "Hundred Languages of Children," the significance of exploration and discovery, the environment's role in stimulating learning, and the value of collaborative efforts. This philosophy establishes a cohesive framework that naturally incorporates the arts, inquiry-based exploration, and social learning, thereby aligning with the institution's overarching dedication to student-centered, project-oriented pedagogy.

C. Proposed Non-Core Areas (K-2)

The following areas will be integrated into the K-2 experience:

- **Creative Arts (Visual Arts, Music, Drama):** Drawing inspiration from Reggio Emilia's "Hundred Languages" philosophy, the creative arts offer a multitude of avenues for students to articulate concepts, process experiences, and demonstrate comprehension. Participation in visual arts, music, and dramatic play cultivates creativity, imagination, fine motor skills, emotional expression, and alternative methods for conveying knowledge acquired in foundational subjects. These artistic disciplines will frequently be incorporated into Project-Based Learning initiatives, enabling students to construct models, compose basic musical pieces, design presentations, or develop performances pertinent to their inquiries. Digital resources accessible via Chromebooks or interactive panels, such as drawing applications, introductory music creation software, and presentation tools, will furnish additional platforms for artistic expression and documentation.
- **Foundational Engineering/Design Thinking (STEM Exploration):** Building on children's natural curiosity and aligning with Reggio's emphasis on exploration and project work, this area introduces foundational concepts of science, technology, engineering, and mathematics through hands-on inquiry. Students will engage in activities involving building, tinkering, observing, questioning, and simple design challenges. The benefits include the development of critical thinking, problem-solving skills, spatial reasoning, and an early understanding of the design process. This exploration naturally connects with PBL units and may involve age-appropriate introductions to coding concepts or simple robotics using classroom technology.
- **Digital Citizenship:** Given VPA's identity as a technology-focused school and its designation as a District Innovative School of Technology, explicit instruction in digital citizenship from the earliest grades is imperative. Instruction will encompass the safe, responsible, and ethical use of technology, addressing topics such as online safety fundamentals, respectful online communication and collaboration (netiquette), distinguishing between real and online interactions, and age-appropriately introducing basic concepts of digital footprints. This proactive

approach ensures students acquire the requisite skills and awareness to effectively navigate the digital world and aligns with established standards for technology use in education. Failure to address this explicitly from Kindergarten, particularly given the 1:1 device deployment, integration of online tools, and emphasis on Life Skills, Character, and Resiliency Education, would represent a significant deficiency in preparing students for the school's learning environment..

- **Life Skills, Character and Resiliency Education & Collaboration:** Life Skills, Character, and Resiliency Education is integrated into the daily environment of the school rather than being treated as a distinct academic subject. Drawing upon the Reggio Emilia approach's emphasis on relationships and collaborative learning, and the Knowledge and Learning Systems' focus on well-being and independence, this program will deliberately foster students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Collaborative work structures, intrinsic to both project-based and problem-based learning teams, offer authentic scenarios for practicing these competencies. Educators will explicitly demonstrate and facilitate positive social interactions, conflict resolution, and emotional regulation.
- **Physical Education/Movement:** Recognizing the importance of physical activity for healthy development, the program includes dedicated time for physical education. Activities will focus on developing gross motor skills, coordination, fitness, and promoting healthy habits. Movement may also be incorporated as one of the "Hundred Languages," providing another avenue for expression and learning, consistent with Reggio principles.

D. Integration with Core Curriculum

These non-core areas are not envisioned as isolated subjects. VPA emphasizes an integrated approach where skills and concepts from these areas enrich and are applied within core academic learning, particularly through Project-Based Learning. For example, a PBL unit on community helpers might involve students creating artwork (Creative Arts), designing a simple map (Design Thinking/GR), interviewing community members (SEL/Communication), and presenting their findings using digital tools (Digital Citizenship/ELA). This interdisciplinary approach makes learning more relevant, engaging, and reflective of how knowledge is used in the real world.

F. Describe how the effectiveness of the curriculum will be evaluated.

A. Purpose of Assessment

At Venetian Parc Academy, assessment is viewed as an integral and ongoing part of the teaching and learning process, not merely an endpoint. Its purposes are multifaceted: to provide timely, actionable feedback to students to guide their learning; to inform teachers' instructional decisions and adjustments; to measure student progress towards and mastery of the Florida B.E.S.T. Standards; to evaluate the

overall effectiveness of the curriculum and pedagogical approaches; and to communicate student learning clearly and comprehensively to all stakeholders, including students, parents, and the district.

B. Multi-Faceted Approach

VPA employs a balanced and comprehensive assessment system that utilizes multiple measures to paint a holistic picture of student learning. This system includes a blend of formative, summative, performance-based, and standardized assessments, ensuring that both discrete skills and the application of knowledge in complex contexts are evaluated.

C. Formative Assessment & Mastery Checks

- **Role:** Formative assessments are frequent, low-stakes checks for understanding conducted throughout the learning process. They are the engine of the mastery-based learning cycle, providing the crucial data needed to personalize instruction, offer targeted feedback, and implement corrective activities when needed.
- **Methods:** Teachers utilize a variety of formative assessment techniques, including direct observation of students during activities, strategic questioning, analysis of student work-in-progress, quick checks like exit tickets or brief responses, peer feedback protocols, and short quizzes (potentially administered and automatically graded through tools like Google Classroom or Practice Sets). AI tools like Gemini may also assist teachers by analyzing student responses to identify common misconceptions or patterns requiring instructional attention.
- **Mastery Checks:** At key points within a learning unit, students complete specific "mastery checks" designed to assess their grasp of the core objectives for that segment. Successful completion indicates readiness to move forward, while unsuccessful attempts trigger targeted corrective instruction and opportunities for reassessment.

D. Summative Assessment

- **Role:** Summative assessments evaluate student learning at the conclusion of a defined instructional period (e.g., a unit or project) and measure cumulative achievement against specific B.E.S.T. standards.
- **Methods:** Summative assessments at VPA take various forms beyond traditional tests. They include end-of-unit assessments (with multiple versions available to support the MBL retake process), rubric-scored performance tasks requiring application of skills, comprehensive project evaluations assessing both the final product and the process, and the curation of digital portfolios showcasing growth and mastery over time.

E. Performance-Based Assessment (PBL)

- **Role:** Given the emphasis on PBL, performance-based assessments are critical for evaluating students' ability to apply knowledge and skills in authentic, complex situations. These assessments also provide opportunities to evaluate key 21st-century skills such as critical thinking, collaboration, communication, and project management.

- **Methods:** PBL units culminate in the creation of a public product or presentation. Assessment involves evaluating these products and performances against clear rubrics that define expectations for quality, content accuracy, and skill application. The assessment often includes evaluation of the process, such as teamwork and inquiry skills, not just the final output.

F. Digital Portfolios

- **Role:** Students will maintain digital portfolios throughout their time at VPA. These serve as dynamic, student-curated collections of work that document their learning journey, showcase achievements, demonstrate mastery of skills across different contexts, and facilitate reflection on growth. This practice aligns well with the documentation principle central to the Reggio Emilia philosophy.
- **Tools:** Students will utilize tools within the Google Workspace suite (Sites, Drive, Slides, Vids) and Canva to build and maintain their portfolios.

G. State-Mandated Assessments

- **Compliance:** VPA will fully comply with all state-mandated assessment requirements, as stipulated for all public schools. This includes administering the statewide, standardized assessment program and the coordinated screening and progress monitoring system as required by F.S 1008.25.
- **Use of Data:** Data from state assessments will be analyzed alongside the school's internal assessment data. This provides an external benchmark for student achievement and growth, contributes to the overall evaluation of curriculum effectiveness, fulfills state reporting requirements, and provides essential information for communicating with parents about grade-level proficiency and learning gains.

H. Data Tracking and Analysis

- **Tools:** The effective management of assessment data in a personalized, mastery-based system requires robust tools. VPA will leverage Google Sheets, Google Cloud databases, and data visualization tools like Google Looker Studio, potentially integrated with Google Classroom and other platforms, to efficiently track student progress on mastery objectives, assessment scores, and performance tasks.
- **Purpose:** This systematic data collection and analysis enables teachers and administrators to monitor individual student growth trajectories, identify school-wide trends in learning, pinpoint areas of the curriculum needing refinement, evaluate the effectiveness of different instructional strategies, and generate clear reports for all stakeholders. The efficiency gained through these digital tools is crucial for managing the complexity inherent in tracking individual progress against numerous standards and providing the detailed feedback central to the VPA model.

I. Communicating Progress (Parent Focus)

VPA is committed to transparent and informative communication with parents regarding their child's progress, specifically addressing the requirement to provide sufficient information on reading levels and

learning gains. The communication strategy is multi-pronged and leverages technology:

- *Clear Reports:* Parents receive regular reports via a secure online portal, email notifications, and Google Classroom. These reports use plain language, avoiding educational jargon, and incorporate data visualizations (charts, graphs) to illustrate progress against mastery objectives and grade-level expectations.
- *Mastery Updates:* Specific reports detail the learning objectives and skills the student has mastered and those currently being worked on, often including examples of student work demonstrating proficiency.
- *Growth Narratives:* Teachers provide qualitative feedback through written narratives and during conferences, offering a holistic view of the student's development, strengths, areas for growth, and suggestions for home support.
- *State Assessment Results:* Results from FAST assessments, including learning gains calculations where applicable, are shared and explained clearly in relation to state benchmarks.
- *Conferences & Portfolios:* Regular parent-teacher conferences (potentially including student-led conferences) are scheduled, and parents have access to their child's digital portfolio to see work samples and track progress directly.
- *Resources & Support:* Parents are provided with resources (curriculum guides, rubrics) and opportunities (workshops) to understand the learning standards and assessment process. This comprehensive approach aims to build a strong home-school partnership centered on the student's learning journey.

J. Evaluating Overall Curriculum Effectiveness

The overall effectiveness of the VPA curriculum will be evaluated through a synthesis of data from multiple sources. This includes analyzing trends in student mastery progression rates across different standards and demographic groups; evaluating the quality of student work in performance tasks and digital portfolios; monitoring student performance on state assessments (both achievement levels and learning gains); gathering qualitative data on student engagement and attitudes towards learning; and collecting feedback from students, parents, and teachers. This ongoing cycle of data collection, analysis, and reflection will drive continuous improvement of the instructional program. The alignment between the assessment methods and the pedagogical approaches—formative/mastery checks for MBL, performance tasks for PBL, portfolios for capturing the overall journey—ensures that assessment is an authentic and coherent measure of the intended learning outcomes.

Programmatic Monitoring and Revision

Venetian Parc Academy will be dedicated to continuous improvement by systematically collecting and analyzing stakeholder feedback and performance data to inform programmatic adjustments. The school's leadership team, in collaboration with teachers and families, will implement a robust cycle of monitoring, assessment, and revision to ensure the model's fidelity and effectiveness.

Collecting Stakeholder Feedback

To gather a holistic view of the program's impact, Venetian Parc Academy will employ multiple methods for collecting feedback from all key stakeholders:

- **For Teachers:** We will conduct regular surveys and hold a bi-annual Teacher Symposium to gather insights on instructional practices, professional development needs, and the efficacy of our technology tools. The school's weekly PLC meetings will also serve as a structured forum for qualitative feedback and collaborative problem-solving.
- **For Parents:** The school will establish a Family Leadership Council to serve as a formal advisory body. Additionally, we will use a dedicated communication platform and conduct both annual school climate surveys and biannual focus groups to gather feedback on family engagement, communication, and overall satisfaction with the program. Parent-teacher conferences, which will occur three times per year, will be another key opportunity to discuss the learning model.
- **For Students:** Student feedback will be integrated into the program design through a student-led advisory board. Students will also complete regular self-assessments and participate in end-of-quarter debriefs to share their experiences with personalized learning, project-based activities, and the use of technology.



Using Data for Program Adjustments

The school leadership team will use a combination of quantitative and qualitative data to make informed, evidence-based decisions about program adjustments.

- **Quantitative Data:** The school will analyze key performance indicators (KPIs) and student outcome data, including:
 - Student mastery rates of Florida B.E.S.T. Standards
 - Growth on standardized assessments (e.g., FAST ELA Reading, FAST Mathematics, EOCs)
 - Student attendance and retention rates
 - Student participation and engagement in project-based learning This data will be

reviewed weekly in PLCs and analyzed by the leadership team to identify trends, pinpoint areas for intervention, and recognize successful strategies that can be scaled across grade levels.

- **Qualitative Data:** Feedback from surveys, focus groups, and advisory councils will provide critical context to the quantitative data. For example, if data shows a dip in student engagement in a specific subject, qualitative feedback from students and teachers can help us understand the root cause—such as a specific instructional tool not working as intended—and develop a targeted solution.

Commitment to Programmatic Revision

Venetian Parc Academy is committed to a cycle of continuous improvement. The school's leadership team will formally review all data points and stakeholder feedback at the end of each year to produce a Programmatic Revision Report. This report will outline successes, identify challenges, and propose concrete, actionable revisions to the instructional model for the upcoming academic year. The school will also use this report to hold itself accountable to the community and to ensure that the program evolves to meet the needs of all learners. The school's partnership with Educational Elements will include an annual audit of our implementation to ensure we maintain fidelity to the personalized, blended learning model.

Section 5: Student Performance, Assessment and Evaluation

A. State the school's educational goals and objectives for improving student achievement, including specific goals related to student growth, achievement gap, and industry certifications or similar recognitions.

The Academy establishes ambitious, yet attainable, educational objectives to improve student achievement in several key areas: overall proficiency, individual growth, equitable outcomes achieved through the elimination of achievement gaps, and career readiness, as evidenced by industry certifications.

Framework for Goal Setting

All school-level educational goals and objectives shall be structured using the SMART framework: Specific, Measurable, Attainable, Relevant, and Time-bound. This approach ensures clarity, focus, and accountability in progress tracking. Goals will inherently be data-driven, derived from the analysis of baseline performance data to identify areas of need and establish appropriate targets for improvement. For instance, a specific goal could be: "To increase the percentage of 7th-grade students demonstrating

proficiency (Level 3 or above) on the FAST Mathematics PM3 assessment from 55% (previous year baseline) to 62% by the conclusion of the current school year." This objective precisely defines the subject, grade, metric, baseline, target, and timeframe.

Overall Student Achievement Goals

The school shall establish annual targets for student proficiency on Florida's statewide assessments, encompassing FAST ELA Reading (Grades 3-10), FAST Mathematics (Grades 3-8), the Statewide Science Assessment (Grades 5 and 8), and all requisite EOC exams (Algebra I, Geometry, Biology I, U.S. History, Civics). These targets will be developed in alignment with Florida's state strategic plan goals, with the objective of increasing the proportion of students attaining grade-level performance or higher (Level 3+). These objectives underscore an unwavering commitment to high expectations for all student demographics.

Student Growth Goals

The institution prioritizes the measurement and cultivation of individual student growth, recognizing that proficiency alone does not fully encompass the scope of learning. Student growth, defined as the observed change in achievement over a period, serves as a crucial indicator of instructional efficacy and a fundamental element of accountability frameworks. Growth will be assessed through metrics such as learning gains derived from statewide, standardized assessment outcomes, student growth percentiles obtained from benchmark evaluations, or progress toward individualized learning objectives.

A foundational element of this growth strategy involves actively engaging students in the establishment of their own academic objectives. This practice cultivates student ownership, intrinsic motivation, self-reflection, and metacognitive abilities. Following assessments (e.g., FAST PM1 and PM2, or benchmark tests), educators will conduct individual conferences with students to:

1. Reflect on assessment performance, identifying areas of strength and areas requiring development.
2. Jointly analyze data utilizing student-friendly reports (e.g., FAST Individual Student Reports).
3. Collaboratively establish specific, short-term (e.g., 4-6 weeks) learning goals that are both relevant and attainable for the student. Students will be encouraged to articulate their own goals to enhance a sense of ownership.

The structure of Florida's FAST progress monitoring system, with administrations at the beginning (PM1), middle (PM2), and end (PM3) of the academic year, provides inherent checkpoints for these student-teacher goal-setting and review cycles. While research suggests that optimal goal cycles may be shorter (4-6 weeks), the FAST administrations offer standardized, objective data points that can be effectively integrated locally as key moments within the student-led goal-setting process supported by research. This approach embeds the goal-setting practice within the mandated state assessment framework, ensuring it remains a continuous and integrated aspect of the learning process rather than an isolated initiative.

Students will employ visual aids, such as data notebooks or personalized learning plans (in either digital or physical format), to monitor their progress toward their goals, thereby making their learning journey tangible and visible. Regular weekly or bi-weekly check-ins between the educator and student will serve to track progress, facilitate adjustments, offer encouragement, and maintain focus.

Achievement Gap Goals

The school is committed to equity and will establish specific, measurable goals to close achievement gaps between student subgroups as defined by Florida's accountability system. These subgroups include comparisons between White and African American students, White and Hispanic students, Economically Disadvantaged (ED) and Non-Economically Disadvantaged (Non-ED) students, Students with Disabilities (SWD) and Students without Disabilities (Non-SWD), and English Language Learners (ELL) and Non-English Language Learners (Non-ELL). Goals will target a quantifiable reduction in the performance disparities observed on both state and local assessments within a defined timeframe.

Achieving these gap-closing goals will be supported by implementing evidence-based strategies, including:

- **High-quality, targeted Tier 1 instruction** with differentiation.
- **Culturally responsive teaching practices** and curriculum materials that reflect student diversity.
- **Data-driven interventions** delivered through a Multi-Tiered System of Supports (MTSS) framework.
- **Targeted tutoring** (one-on-one or small group).
- **Ongoing teacher professional development** focused on equity and effective instructional strategies for diverse learners.
- **Enhanced parental and family engagement** initiatives.
- **Strategic allocation of resources** to support students with the greatest needs.

Industry Certification Goals

In alignment with state educational priorities aimed at cultivating a skilled workforce, the institution will establish objectives to augment the number of students, particularly those enrolled in Career and Technical Education (CTE) programs, who acquire valuable industry certifications. Emphasis will be placed on certifications featured on the Florida Department of Education's (FLDOE) Career and Professional Education (CAPE) Industry Certification Funding List, as well as those recognized under Gold Standard Career Pathways Articulation Agreements, which guarantee postsecondary credit at Florida College System institutions. Specific target certifications will be determined based on the school's CTE program offerings, local industry demands, and articulation prospects.

The establishment of ambitious goals for industry certification attainment serves multiple objectives. Beyond contributing directly to state workforce initiatives and institutional accountability metrics such as the "Graduation Rate Plus," successful certification acquisition furnishes students with tangible evidence

of career readiness and specific skill mastery. For students who may find conventional academic pathways less engaging, or for those belonging to subgroups experiencing achievement disparities, CTE programs culminating in industry certifications can provide highly relevant and motivating alternative routes to success. This heightened engagement and demonstrated competency can positively influence overall outcomes, including graduation rates and postsecondary readiness, thereby contributing indirectly but significantly to the amelioration of achievement gaps.

SMART Goals Summary Table

The following table provides examples of how SMART goals will be structured across key areas:

Goal Area	Specific Goal Statement	Metric	Target	Timeline	Relevance
Overall Achievement (ELA)	Increase the percentage of Grade 5 students scoring Level 3 or above on the FAST ELA Reading PM3 assessment.	% Scoring Level 3+	65%	End of School Year 202X	F.S. 1008.31 (Highest Student Achievement), School Mission
Student Growth (Math)	Increase the percentage of Grade 8 students making learning gains on the FAST Mathematics assessment (PM1 to PM3).	% Making Learning Gains	60%	End of School Year 202X	F.S. 1008.31 (Highest Student Achievement - Growth), ESSA Accountability
Gap Closure (SWD - Math)	Reduce the achievement gap in FAST Mathematics PM3 Level 3+ performance between Students with Disabilities (SWD) and Non-SWD students by 10 percentage points.	% Point Gap (Non-SWD % L3+ vs. SWD % L3+)	Reduce gap by 10	End of School Year 202X	F.S. 1008.31 (Closing Achievement Gap), School Equity Commitment

Industry Certification (IT)	Increase the pass rate for students attempting the CompTIA IT Fundamentals (COMPT018) certification in the IT program.	Certification Pass Rate	80%	End of School Year 202X	F.S. 1008.31 (Skilled Workforce), CAPE Funding, Gold Standard Articulation
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It is understood that while the provided table offers a high-level overview with only a FAST-related example, a more comprehensive view of our assessment practices is needed. VPA's assessment model extends beyond state-mandated tests and is deeply integrated with the instructional framework. To provide a clearer understanding, the school will utilize a variety of local, formative, and summative assessments that will be used to measure student growth and achievement.

For additional details on the comprehensive assessment plan, please refer to the following sections:

- **Section 4.B:** Outlines our Mastery-Based Learning framework and how it is supported by a continuous cycle of pre-assessments, formative checks, and summative mastery checks.
- **Section 4.D:** Provides specifics on our Multi-Tiered System of Supports (MTSS) process, which includes the use of universal screeners (e.g., i-Ready Diagnostic) and diagnostic tools to identify students for targeted interventions.
- **Section 4.F:** Details the use of various technology platforms such as i-Ready, Mathia, and Khan Academy, which provide real-time data to inform instructional decisions and measure student progress.
- **Section 5.C:** Explains how data from these various assessments will be used in weekly Professional Learning Communities (PLCs) to drive instructional planning and intervention strategies.
- **Section 5.D:** Describes the creation of a Personalized Learning Plan (PLP) for every student, which is a formal document that tracks goals and mastery using data from all available assessments.

B. Describe how baseline achievement data will be established, collected, and used.

Establishing accurate baseline achievement data is the critical first step in understanding student needs, informing instruction, setting meaningful goals, and monitoring progress effectively.

Establishing Baselines

Baseline data represents a student's level of understanding, knowledge, or performance *prior* to the commencement of a specific instructional period or intervention. It serves as the starting point against

which all future progress is measured. The Academy will utilize multiple sources to establish comprehensive baseline data:

- **Prior Year Statewide Assessments:** Results from the previous year's FAST PM3 assessments and relevant EOC exams provide a macro-level understanding of students' proficiency relative to Florida's B.E.S.T. Standards upon entering the new grade level or course. This data helps identify broad trends and initial grouping needs.
- **Beginning-of-Year (BOY) Diagnostic Assessments:** To gain a more granular understanding of individual student strengths and weaknesses, the school will administer diagnostic assessments at the start of the school year. These tools (e.g., i-Ready Diagnostic, curriculum-based pre-tests) are specifically designed to pinpoint specific skill gaps, identify misconceptions, and determine prerequisite knowledge levels, often assessing skills below grade level if necessary. Relying solely on prior year state tests can mask the specific underlying reasons for a student's performance level; combining state data with diagnostic results provides both a broad benchmark and the detailed skill profile needed for targeted instruction from day one.
- **FAST Progress Monitoring 1 (PM1):** The first administration of the FAST ELA Reading and Mathematics assessments early in the school year serves as a crucial, standards-aligned baseline measure within the current academic year.
- **Targeted Skill Baselines:** For specific instructional goals, particularly those documented in Individualized Education Programs (IEPs) or intervention plans, teachers will collect targeted baseline data on discrete skills or behaviors. This involves defining the skill in observable terms (e.g., "reads CVC words," "stays on task during independent work") and using precise measurement techniques such as:
 - **Accuracy:** Percentage of math problems solved correctly, number of words spelled correctly.
 - **Frequency:** Number of times a behavior occurs (e.g., hand raises, prompts needed).
 - **Duration:** Length of time a behavior lasts (e.g., time on task, peer interaction time).
 - **Rate:** Frequency per unit of time (e.g., words read per minute).
 - **Interval Recording:** Noting whether a behavior occurred during specific time intervals.

The rigor applied in establishing these specific baselines directly influences the validity of subsequent progress monitoring. An imprecisely defined or measured baseline prevents accurate tracking of growth toward the intended goal, as the comparison point itself is flawed. This underscores the need for ongoing professional development for educators on effective baseline data collection techniques for various skills and behaviors.

Data Collection Procedures

To ensure consistency and reliability, the school will implement standardized procedures for administering baseline and diagnostic assessments. Data will be collected, managed, and stored efficiently using the school's integrated technology systems, including the Student Information System (SIS), and dedicated assessment platforms. Clear roles and responsibilities for assessment administration, data entry (where applicable), and data management will be established and

communicated to staff.

Using Baseline Data

Baseline data is not collected merely for record-keeping; it is actively used to enhance teaching and learning in several key ways:

- **Inform Instruction:** Analysis of baseline data provides teachers with a clear picture of where students are starting academically and functionally. This allows educators to tailor initial instruction to meet students at their current level, identify and address prerequisite skill gaps early, differentiate learning activities effectively, and form flexible instructional groups based on identified needs.
- **Set Goals:** Baseline data serves as the essential starting point for setting meaningful and achievable goals, both for individual students (e.g., Student Learning Objectives (SLOs), IEP goals) and for school-wide improvement initiatives. In the context of IEPs, baseline data directly informs the "Present Levels of Academic Achievement and Functional Performance" (PLAAFP) statement, quantifying the student's current abilities in relation to the proposed annual goals. It allows educators to determine appropriate targets by establishing levels of preparedness (e.g., low, average, high) based on students' starting points.
- **Establish Benchmarks for Comparison:** Baseline data provides the initial reference point against which future performance, measured through interim or benchmark assessments, will be compared. This comparison allows educators to determine if students are making adequate progress toward end-of-year expectations.
- **Drive Progress Monitoring:** Within an MTSS framework, baseline data establishes the starting line for tracking student progress and evaluating the effectiveness of implemented interventions. Comparing ongoing progress monitoring data back to the initial baseline allows teams to make timely, data-informed decisions about adjusting or intensifying support.

VPA's assessment and data analysis processes are not an end in themselves but the direct catalyst for our instructional practice. The use of diagnostic tools like the **i-Ready Diagnostic** and ongoing formative assessments serves as the foundational data set for personalized learning. The application's cited references align with the commitment to a data-driven model that informs every step of the instructional process.

VPA teachers' role as evaluators and learning coaches is critical to this process. Based on data from universal screenings and continuous formative assessments, teachers will:

- **Differentiate Learning:** Teachers will utilize a flexible, blended rotational model that allows students to access content at their own pace and in a variety of modalities (e.g., small groups, digital instruction, collaborative projects). Every student will have a Personalized Learning Plan (PLP), which serves as a blueprint for their learning journey, outlining specific goals and strategies tailored to their needs.
- **Form Flexible Groups:** Teachers will participate in weekly data review cycles within Professional

Learning Communities (PLCs). This dedicated time is used to analyze student performance and inform the creation of dynamic, flexible learning groups. Students will be pulled into small, targeted instructional groups to receive explicit, teacher-led instruction on specific skills or standards.

- **Provide Specific Supports:** The instructional model is designed to provide both formal and informal interventions. The school will implement the district's Multi-Tiered System of Supports (MTSS) framework, which uses a data-driven process to identify and provide specific academic and behavioral interventions. For students who require additional support, the VPA special education teachers and ESOL specialists will co-plan and co-teach alongside general education teachers to provide specially designed instruction and accommodations as outlined in their IEPs. Similarly, for students who have demonstrated mastery, VPA will provide opportunities for enrichment and acceleration through collaborative, project-based learning and advanced coursework.

For additional information on the instructional model, please refer to Section 4.B (Curriculum Plan), which details the Mastery-Based Learning approach, and Section 4.D (Students with Special Needs), which outlines our formal processes for serving diverse student populations.

C. Identify the types and frequency of local assessments that the school will use to measure and monitor student growth, or student achievement if growth cannot be measured.

VPA will implement a balanced and comprehensive local assessment system designed to provide ongoing information about student learning, measure progress towards standards, and inform instructional decisions at the classroom, grade, and school levels. This system complements statewide assessments by offering more frequent and targeted data points.

Balanced Assessment System

The local assessment strategy utilizes a variety of assessment types, each serving a distinct purpose within the instructional cycle. This multi-faceted approach ensures that data is gathered for diagnostic, formative, benchmark, and summative purposes.

Assessment Types, Purposes, and Frequency

- **Diagnostic Assessments:**
 - *Purpose:* To identify students' pre-existing knowledge, skills, strengths, weaknesses, and potential misconceptions *before* new instruction begins. This information is crucial for planning
 - appropriate instruction, differentiating tasks, and forming initial instructional groups.
 - *Examples:* Commercially available screeners (e.g., i-Ready Diagnostic), teacher-developed pre-tests for specific units, anticipation guides.

- *Frequency:* Typically administered at the beginning of the school year (BOY) and potentially before major instructional units or topics.
- **Formative Assessments:**
 - *Purpose:* To monitor student learning and understanding *during* the instructional process. These low-stakes assessments provide immediate feedback to both students and teachers, allowing for real-time adjustments to teaching strategies and identification of students needing clarification or extension. They help answer the question, "Are students getting it?"
 - *Examples:* Quizzes, exit tickets, questioning techniques (e.g., think-pair-share), classroom discussions, homework assignments used for feedback, teacher observations, student self-reflections, short written responses, graphic organizers, digital tools like Kahoot!, Socrative, Google Forms, Mentimeter, Pear Deck.
 - *Frequency:* Ongoing, occurring daily or weekly as an integral part of instruction.
- **Benchmark (or Interim) Assessments:**
 - *Purpose:* To measure student progress toward mastering grade-level standards at predetermined intervals throughout the school year. They provide a snapshot of student learning, help predict performance on end-of-year summative assessments, identify students or groups needing targeted intervention or enrichment, and inform evaluations of curriculum pacing and program effectiveness.
 - *Examples:* District-developed or mandated benchmark assessments (often called Common Formative Assessments or CFAs if used across classrooms/grades), mid-year administrations of diagnostic tools, periodic growth monitoring tools (e.g., i-Ready Growth Monitoring), curriculum-embedded unit assessments used consistently.
 - *Frequency:* Typically administered 2-3 times per year (e.g., BOY, MOY, EOY) or quarterly, aligning with grading periods or instructional blocks.
- **Summative Assessments:**
 - *Purpose:* To evaluate cumulative student learning and mastery of standards at the *end* of a defined instructional period (e.g., unit, quarter, semester, course, year). Results are often used for grading purposes and provide a final measure of achievement for that period.
 - *Examples:* End-of-unit tests, chapter tests, final projects, research papers, performance tasks, mid-term exams, final exams.
 - *Frequency:* Occurs at the conclusion of significant instructional periods.

Alignment with B.E.S.T. Standards

A critical requirement is that all local assessments, regardless of type, must be rigorously aligned with Florida's B.E.S.T. Standards for ELA and Mathematics, as well as other applicable Florida standards (e.g., Next Generation Sunshine State Standards for Science, Social Studies standards). This ensures that local measures are evaluating student progress on the state's mandated learning expectations. For commercially developed assessments or curriculum-embedded tests (e.g., from programs like Big Ideas Math or resources from FCRR), the school will implement a vetting process to verify the depth and quality of alignment claims. This might involve curriculum mapping, review by teacher committees, or

cross-referencing with FLDOE resources. For teacher-developed assessments, professional learning communities (PLCs) will collaborate to ensure assessments accurately reflect the targeted B.E.S.T. benchmarks and utilize appropriate assessment methods. This commitment to alignment necessitates dedicated time and resources for assessment review and development.

Measuring Student Growth

The assessment system will prioritize the measurement of individual student growth whenever possible. Diagnostic and benchmark assessments that provide scaled scores are particularly valuable for tracking growth over multiple administrations. Formative assessments play a key role in monitoring progress toward shorter-term learning goals established with students. When direct growth measurement isn't feasible (e.g., with single-administration summative unit tests), the focus will be on monitoring changes in achievement levels and mastery of specific standards over time.

Frequency and Purpose

The frequency of each assessment type is carefully considered to provide timely, actionable data without overburdening students or teachers. Formative assessments are frequent and embedded in daily instruction. Benchmark assessments provide periodic, system-level checks. Summative assessments serve as capstones to learning units. The frequency of progress monitoring for students receiving interventions through MTSS will be determined by the intensity of need, often occurring weekly or bi-weekly to allow for rapid adjustments to support plans.

A truly effective balanced assessment system relies not just on having different types of tests, but on ensuring the data from each type informs the others. For example, if benchmark assessment results indicate a widespread misunderstanding of a key concept, teachers should adjust their subsequent formative assessment strategies and instructional approaches to reteach or reinforce that concept. Conversely, patterns observed in formative assessments might suggest the need for a more focused diagnostic look at prerequisite skills for certain students. This integration requires structured time for data analysis, such as within PLCs, where educators examine data from multiple assessment sources concurrently to make holistic decisions about instruction and intervention.

Local Assessment Plan Summary

The following table summarizes the school's local assessment plan:

Assessment Type	Specific Examples Used by School	Primary Purpose	Frequency	Primary Users of Data	Alignment Check
Diagnostic	i-Ready Diagnostic (Math/Reading), Unit Pre-Tests	Identify prior knowledge, skills, gaps, misconceptions	BOY, Pre-Unit	Teachers, PLCs, Admin	Vendor alignment documentation reviewed, Teacher-created aligned to unit standards
Formative	Exit Tickets, Quizzes, Observations, Kahoot!	Monitor learning, provide feedback, adjust instruction	Daily / Weekly	Teachers, Students	Directly tied to daily B.E.S.T. learning targets, reviewed in PLCs
Benchmark	District Quarterly CFAs, MAP Growth (MOY)	Track progress to standards, predict summative scores	Quarterly / MOY	Teachers, PLCs, Admin	District-developed aligned to FL standards, Vendor alignment verified
Summative	End-of-Unit Tests, Final Projects	Evaluate cumulative learning, assign grades	End of Unit/Term	Teachers, Students, Parents	Aligned to unit B.E.S.T. standards covered, reviewed/developed in PLCs

It is important to note that the Mastery-Based Learning paradigm is not just a high-level philosophy; it is the foundational principle that permeates and dictates the structure of the entire program. As such the practices and methodologies referenced in this application are not isolated definitions but are integral components of the program design, chosen specifically because they align with and support a mastery-based model.

- **MTSS and Differentiated Practices:** The Multi-Tiered System of Supports (MTSS) and the school's use of differentiated instruction are not separate add-ons. They are the direct mechanism by which we fulfill the commitment to meeting students at their individual levels and ensuring mastery. Data from universal screenings and diagnostic tools, which are integral to MTSS, directly informs the creation of flexible learning groups and personalized learning plans for every student.
- **IEPs and Specially Designed Instruction:** The legal requirements of Individualized Education Programs for students with disabilities are seamlessly integrated into the mastery-based framework. The personalized, data-driven approach allows the special education and general education teachers to co-plan and deliver specially designed instruction and accommodations in a fluid manner that ensures students receive the specific support they need to achieve mastery of standards.
- **Curriculum Pacing:** The curriculum is designed to be mastery-based rather than time-based, directly challenging the traditional concept of pacing. Teachers use diagnostic and formative assessments to determine a student's readiness to advance. This is a core component of the flexible pathways model, ensuring students master foundational concepts before moving on. The cited reference to Fairfax County Public Schools or any other cited reference is not to indicate a direct adoption of another entity's curriculum, but rather to provide a real-world example of how a standards-based, mastery-aligned curriculum is structured within a large-scale, high-performing district or other organizations.

For a comprehensive view of how these elements are fully integrated into the program design, please refer to:

- Section 4.B, "Mastery-Based Learning Model," which provides a deep dive into the instructional paradigm and its core principles.
- Section 4.D, "Students with Special Needs," which details the formal processes for serving diverse student populations.

D. Describe how the school will integrate industry leading technology into assessment and progress monitoring.

The school will strategically integrate industry-leading technology to enhance the efficiency, effectiveness, and engagement of its assessment and progress monitoring practices. Technology serves as a tool to streamline processes, provide timely data, support personalized learning, and facilitate communication.

Leveraging Technology Platforms

Integrated digital platforms will be utilized across the assessment cycle:

- **Assessment Delivery:** Online tools will be employed for creating, administering, and scoring various assessments. This includes platforms for engaging formative checks (e.g., Kahoot!, Socrative, Google Forms, Mentimeter, Pear Deck), administration of benchmark and diagnostic tests (e.g., i-Ready, Progress Learning), and potentially delivering summative assessments through the school's Learning Management System (LMS) Google Classroom.
- **Progress Monitoring:** Digital tools are essential for effective progress monitoring. Computer-Adaptive Tests (CATs), such as those used in FAST and platforms like i-Ready, provide efficient, individualized measurement by adjusting item difficulty based on student responses. These platforms offer robust reporting features that visualize student growth over time using trend lines and graphs, compare progress against benchmarks or norms, and automatically identify students who may require intervention based on performance data.
- **Data Analysis and Reporting:** Technology significantly enhances the ability to analyze assessment data. Automated scoring saves considerable teacher time. Platforms generate various reports at the student, class, grade, and standard levels, allowing educators to quickly identify trends, pinpoint areas of difficulty, and disaggregate results by student subgroup. Advanced analytics tools, either built-in or standalone (like Tableau), can support deeper investigation of performance patterns.
- **Feedback Mechanisms:** Technology facilitates the delivery of timely and specific feedback. This can range from immediate results and automated explanations in online quizzes to tools enabling teachers to provide targeted audio or written feedback on student work (e.g., Kaizena, Floop), or platforms for creating and sharing digital portfolios (e.g., Seesaw) that showcase growth over time.

Integration with Core Systems

To ensure seamless data flow and ease of access, assessment technologies will be integrated, where feasible, with the school's primary SIS and LMS (e.g., Google Classroom). This integration allows assessment results to populate gradebooks automatically and provides a centralized location for teachers, students, and parents to access performance information.

Efficiency and Teacher Workflow

A key benefit of technology integration is the reduction of administrative tasks associated with assessment, such as manual grading, data entry, and report generation. By automating these

processes, technology frees up valuable teacher time, allowing educators to focus more on analyzing data, planning differentiated instruction, collaborating with colleagues, and providing individualized student support.

Student Engagement

Technology can also enhance student engagement with the assessment process. Game-based platforms (e.g., Kahoot!) make formative assessment more enjoyable. Interactive presentation tools

(e.g., Mentimeter, Pear Deck) allow students to actively participate in checks for understanding during lessons.

Accessibility

The school will ensure that chosen technology platforms provide necessary accessibility features and accommodations for students with disabilities, as outlined in their IEPs or 504 plans. This includes features like text-to-speech, response masking, color contrast options, and magnification/zoom capabilities, similar to those available in Florida's state testing platforms.

While technology offers powerful tools for assessment and progress monitoring, its effective integration hinges on more than just software adoption. The vast amount of data generated by these platforms is only valuable if educators possess the skills to interpret it accurately and translate it into concrete changes in their teaching practices. Therefore, the implementation of assessment technology must be accompanied by robust professional development focused on data literacy – equipping teachers to understand reports, identify meaningful patterns, and make informed instructional decisions based on the evidence. Without this capacity building, the potential of technology to drive improvement remains largely untapped.

Furthermore, it is important to maintain a balanced perspective on the types of assessments used. While technology excels at efficiently delivering and scoring formats like multiple-choice or short-answer questions, an over-reliance on these easily digitized formats could inadvertently narrow the curriculum and neglect the assessment of deeper learning, critical thinking, complex problem-solving, or performance-based skills. Technology should serve as a support for a diverse assessment strategy, enhancing efficiency where appropriate (e.g., through adaptive testing or automated scoring), but not dictating the exclusion of valuable assessment methods like project-based learning or performance tasks that measure complex competencies.

E. Describe how the school will meet the requirements for participation in statewide, standardized assessments, pursuant to s. 1008.22(3), F.S., including the administration of computer-based assessments.

The school affirms its commitment to full participation in and compliance with all requirements for

Florida's statewide standardized assessment program, as mandated by section 1008.22(3), Florida Statutes, and associated State Board of Education rules.

Required Assessments

Students will participate in all applicable statewide assessments according to FLDOE guidelines and schedules. This includes:

- **Florida Assessment of Student Thinking (FAST):** Administered three times per year (PM1, PM2, PM3) for English Language Arts (ELA) Reading in VPK through Grade 10 and Mathematics in Grade K through Grade 8.
- **B.E.S.T. Writing Assessment:** Administered annually to students in Grades 4 through 10.
- **Statewide Science Assessment:** Administered annually to students in Grades 5 and 8.
- **End-of-Course (EOC) Assessments:** Administered to students upon completion of specific courses: Algebra I, Geometry, Biology I, United States History, and Civics.
- **Florida Alternate Assessment (FAA):** Administered to students with the most significant cognitive disabilities for whom the general statewide assessment is not appropriate, even with accommodations, as determined by the student's IEP team.
- **ACCESS for ELLs:** Administered annually to identified English Language Learners (ELLs) to measure progress in English language proficiency.
- **Florida Civic Literacy Exam (FCLE):** Administered to students completing a U.S. Government course.
- **National/International Assessments:** Participation in assessments like the National Assessment of Educational Progress (NAEP) if the school is selected as part of the state sample.

Administration Procedures

All statewide assessments will be administered in strict accordance with the procedures outlined in the official FLDOE test administration manuals, adhering to specified testing windows and security protocols. The school will ensure that School Assessment Coordinators, Test Administrators, and Proctors receive required annual training on administration procedures, security measures, and ethical conduct. Test security will be maintained at all times, and any breaches or violations of testing rules will be reported immediately to the district and FLDOE. The designated state testing platforms will be used for test administration and data management: Renaissance Growth Platform for K-2 FAST, and the Test Information Distribution Engine (TIDE), Test Delivery System (TDS) with the Secure Browser, and Florida Reporting System (FRS) for Grades 3-10 FAST and EOCs.

Computer-Based Testing (CBT)

The majority of Florida's statewide assessments, including FAST for grades K-10 and all EOCs, are administered via computer-based testing (CBT). The school maintains the necessary technological infrastructure to support CBT, including sufficient internet bandwidth, an adequate number of testing devices (computers or tablets) meeting state specifications, updated operating systems and secure browsers, and accessible technical support personnel during testing windows.

Accommodations

The school will provide all required and allowable accommodations for students with disabilities (SWD) and English Language Learners (ELLs) during statewide assessments, as documented in their respective IEPs or Section 504 plans and adhering to FLDOE guidelines.

F. Describe how student assessment and performance data will be used to monitor the progress students make toward mastering the skills necessary for college and career success

Student assessment and performance data are integral to monitoring students' progress toward mastering the skills and knowledge necessary for success after high school, whether in college or a career. The Academy employs a systematic approach to analyze relevant data and use the findings to inform instruction, interventions, and guidance.

Defining and Measuring College and Career Readiness (CCR)

The school utilizes multiple indicators aligned with state definitions and benchmarks to gauge college and career readiness (CCR). Key metrics include:

- Performance on statewide assessments (FAST ELA/Math, EOCs), particularly achieving proficiency (Level 3 or higher) and demonstrating learning gains.
- Meeting high school graduation requirements, including course credits and assessment criteria.
- Performance on college entrance examinations (e.g., SAT, ACT, PSAT), specifically meeting established college readiness benchmarks in reading, writing, and mathematics.
- Successful attainment of FLDOE-recognized CAPE industry certifications.
- Performance in rigorous coursework, including Advanced Placement (AP), Advanced International Certificate of Education (AICE), and Dual Enrollment courses.

Data Sources for Monitoring CCR

A variety of data sources are analyzed to create a comprehensive picture of student readiness:

- **Statewide Assessments (FAST, EOCs):** Longitudinal tracking of student performance levels (1-5) and learning gains on FAST provides insight into mastery of foundational B.E.S.T. standards essential for higher-level work. EOC results serve as direct measures of proficiency in key gateway courses required for graduation and often indicative of readiness for related college coursework.
- **Local Benchmark and Diagnostic Assessments:** Results from assessments like i-Ready, or district-developed benchmarks allow for monitoring of growth trajectories toward CCR benchmarks throughout middle and high school, identifying students needing additional support earlier.
- **College Entrance Exams:** PSAT results provide early indicators and practice opportunities. SAT and ACT participation rates and scores, particularly the percentage of students meeting college readiness benchmarks set by the test providers, are key metrics tracked, especially for high school cohorts.
- **Industry Certifications:** Tracking the number and type of certifications earned provides direct evidence of career readiness and specific technical skill attainment relevant to workforce demands.
- **Academic Records:** Course grades, Grade Point Average (GPA), and successful completion of

advanced or career-focused coursework are monitored as indicators of academic persistence and preparation.

Monitoring and Analysis Process

The school establishes regular cycles for reviewing CCR-related data. This occurs within PLCs, data meetings involving counselors and administrators, and potentially through school-wide data dashboards. Data is disaggregated by student subgroups (race/ethnicity, economic status, disability status, ELL status) to identify and address equity gaps in access to and success in CCR pathways. Technology platforms, including the SIS, assessment provider portals, or specialized data analysis tools, are used to visualize trends, track individual student progress towards CCR benchmarks, and generate reports for analysis.

Informing Instruction, Intervention, and Guidance

The analysis of CCR data directly informs school practices:

- **Instructional Adjustments:** Identifying systemic weaknesses in student performance on CCR-related skills prompts reviews of curriculum alignment, instructional strategies, and resource allocation.
- **Multi-Tiered System of Supports (MTSS):** Data is used within the MTSS framework to identify students who are not on a trajectory toward CCR. The four-step problem-solving process (Goal Identification, Problem Analysis, Intervention Design, Response to Intervention) guides the selection and implementation of evidence-based academic and behavioral interventions in Tiers 2 and 3. Progress monitoring data tracks the effectiveness of these interventions.
- **Individualized Support Plans:** Assessment data informs the development of personalized plans, such as academic improvement plans, targeted tutoring, specific graduation pathways, or personalized learning paths designed to address individual student needs related to CCR.
- **Guidance and Course Placement:** Assessment results (e.g., FAST scores, diagnostic data, PSAT results) are used by counselors and teachers to guide students into appropriate coursework, recommend academic pathways (including advanced academics or CTE sequences), and identify the need for specific interventions or support classes. Florida's College and Career Readiness Initiative (FCCRI), which used FCAT and placement test scores to identify 11th graders needing 12th-grade remediation courses, exemplifies this data-driven guidance approach.

Monitoring progress toward college and career readiness is not solely a high school responsibility. The foundational literacy and numeracy skills measured by assessments like FAST in elementary and middle grades are powerful predictors of future academic success. Therefore, using assessment data within an MTSS framework to identify and address learning gaps *early* in a student's K-12 journey is crucial for establishing a strong foundation and increasing the likelihood that students will enter high school prepared and ultimately meet CCR benchmarks. This perspective shifts CCR monitoring from a late-stage check-up to a continuous, proactive K-12 process.

Additionally, while the potential for predictive analytics linking statewide assessment scores to future college entrance exam performance exists, this information must be interpreted and used judiciously. Such predictions are based on statistical correlations and do not account for the full range of factors influencing student success, including motivation, effort, non-cognitive skills, and access to support and resources. Predictive data should serve as one input among many, prompting supportive conversations, targeted guidance, and resource allocation, rather than being used to label students or limit their perceived potential or opportunities.

G. Describe how student assessment and performance information will be shared with students and parents.

VPA is committed to transparent, timely, and clear communication regarding student assessment results and academic performance. The primary goal of this communication is to foster a collaborative partnership between the school, students, and parents/guardians, empowering students to take ownership of their learning and enabling parents to effectively support their child's educational journey. All communication will strive to use clear, accessible language, avoiding educational jargon.

Sharing Information with Students

- **Data-Informed Goal Setting:** Students will be actively involved in reviewing their own assessment data (e.g., results from FAST, formative assessments) during individual or small group conferences with teachers. This data serves as the foundation for reflecting on progress and setting personalized learning goals.
- **Visual Progress Tracking:** Tools such as data notebooks, goal-setting worksheets, or personalized digital dashboards will be used to help students visually track their progress towards their learning goals over time, making their growth tangible.
- **Timely and Specific Feedback:** Teachers will provide students with regular, specific, and actionable feedback on their work, focusing on strengths and areas for improvement related to specific learning objectives and standards. Technology platforms may be used to facilitate efficient and targeted feedback delivery.
- **Student-Led Conferences:** The school will encourage and support student participation in parent-teacher conferences. Ideally, students will take an active role, or even lead parts of the conference, sharing work samples from portfolios, discussing their learning progress based on data, reflecting on their goals, and identifying areas where they need support.

Sharing Information with Parents/Guardians

A multi-faceted approach will be used to keep parents informed:

- **Formal Reports:**
 - *Report Cards:* The school will utilize standards-based report cards issued regularly (e.g., quarterly). These reports will communicate student performance relative to specific grade-level B.E.S.T. standards and learning objectives, using proficiency scales (e.g., 1-4 or descriptive

levels like Emerging, Developing, Proficient, Advanced) rather than relying solely on traditional letter grades. Report card formats will prioritize clarity and use parent-friendly language, avoiding overwhelming detail.

- **State Assessment Reports:** Parents will be provided with access to the official Individual Student Reports (ISRs) generated by FLDOE for all statewide assessments (FAST, EOCs, Science, etc.). These reports typically detail the student's performance level, scale score, areas of strength and weakness relative to reporting categories, and comparisons to district and state averages. Information on how to access these reports, usually through the secure FLDOE Family Portal (requiring a student-specific access code provided by the district/school) or the district's SIS parent portal, will be clearly communicated. The school will also share resources, such as FLDOE's "Understanding FAST Reports for Families," to help parents interpret these reports.
- **Online Parent Portals:** The District includes a Parent Portal feature, providing parents/guardians with secure, 24/7 online access to critical information, including current grades, assignment scores, attendance records, class schedules, and often, integrated results from state or local assessments. Clear instructions for account registration and navigation will be provided.
- **Parent-Teacher Conferences:** Regular conferences will be scheduled (at least annually, and more frequently as needed, particularly for students receiving interventions). These meetings provide a crucial opportunity for two-way communication. Teachers will use a variety of data points (state assessment results, local benchmark data, formative assessment work samples, observations) to discuss the student's progress, celebrate strengths, identify challenges, and collaboratively set goals. Data will be presented with context to ensure understanding. A key component of conferences will be providing parents with specific, practical strategies they can use at home to support their child's learning in targeted areas. Flexible scheduling options, including virtual conferences, will be offered to maximize participation.
- **Regular Informal Updates:** Beyond formal reports and conferences, teachers will utilize less formal channels (e.g., email, notes home, secure messaging apps, class websites or newsletters) to provide more frequent updates on student progress, celebrate successes on smaller assignments, or alert parents to upcoming learning targets or potential concerns. Digital tools like Progress Learning or Seesaw might also offer parents ongoing visibility into classroom activities and progress.
- **Accessibility:** Communication materials will be provided in parents' home languages whenever feasible, and efforts will be made to ensure communication methods are accessible to all families, regardless of technological access or other potential barriers.

Effective communication about student performance transcends simply reporting scores or grades. It involves actively explaining what the data signifies in relation to learning standards and individual student growth. The most productive communication shifts the focus towards collaborative problem-solving and planning, where educators, students, and parents work together to identify next steps and strategies for improvement. This partnership approach transforms communication from a passive transfer of information into a dynamic process that actively supports student learning.

Equipping teachers with the skills to facilitate these data-informed, constructive conversations is therefore essential.

Furthermore, while online parent portals offer valuable real-time access to data, this accessibility brings a potential challenge. A constant stream of grades and scores, without sufficient context or understanding of grading policies (especially with standards-based grading), can lead to parental confusion or anxiety. To mitigate this, the school must proactively provide support to help parents navigate these portals effectively. This includes offering clear guides (print or video), workshops on interpreting the data presented, and ensuring teachers provide context for the grades and scores visible in the system. This support strengthens the home-school partnership.

Stakeholder Communication Plan

The following table outlines the school's communication plan for sharing assessment and performance information:

Communication Method	Audience	Frequency	Key Information Shared	Purpose
Standards-Based Report Card	Parents/Guardians	Quarterly	Progress on B.E.S.T. standards, Proficiency levels	Formal Progress Summary
Online Parent Portal	Parents/Guardians	24/7 Access	Real-time grades, Attendance, Assignments, Assessment Scores	Ongoing Monitoring & Information Access
FLDOE Family Portal (via Access Code)	Parents/Guardians	3x/Year (following FAST)	Official FAST/EOC results, Performance levels, Comparisons	State Assessment Results
Parent-Teacher Conference	Parents/Guardians, Student (encouraged)	Annually / As Needed	Overall progress, Data review, Goals, Home	Collaborative Planning & Review

			strategies	
Student Goal-Setting Conference	Student, Teacher	Weekly/Bi-weekly/ Post-Assessment	Assessment data reflection, Goal setting, Progress tracking	Student Ownership & Metacognition
Class Newsletter/Website/Email	Parents/Guardians	Weekly / Monthly	Classroom learning updates, Upcoming topics, General news	General Updates & Engagement

Section 6: Flexibility

A. Identify the statutes or rules from which the district is seeking a waiver for the school. For each requested waiver provide the purpose and impact, and an explanation of why the waiver is necessary for the school to achieve its goals and objectives.

An innovation school of technology may request waivers from statutes and rules. However, an innovation school of technology shall comply with the following provisions in Chapters 1000-1013:

- (A) 1. Laws pertaining to the following:
- o Schools of technology, including this section.
 - o Student assessment program and school grading system.
 - o Services to students who have disabilities.
 - o Civil rights, including s. 1000.05, relating to discrimination.
 - o Student health, safety, and welfare.
2. Laws governing the election and compensation of district school board members and election or appointment and compensation of district school superintendents.
3. Section 1003.03, governing maximum class size, except that the calculation for compliance pursuant to s. 1003.03 is the average at the school level.
4. Sections 1012.22(1)(c) and 1012.27(2), relating to compensation and salary schedules.
5. Section 1012.33(5), relating to workforce reductions, for annual contracts for instructional personnel. This subparagraph does not apply to at-will employees.
6. Section 1012.335, relating to contracts with instructional personnel hired on or after July 1, 2011, for annual contracts for instructional personnel. This subparagraph does not apply to at-will employees.
7. Section 1012.34, relating to requirements for performance evaluations of instructional personnel and school administrators.
- (B) An innovation school of technology shall also comply with chapter 119 and s. 286.011, relating to public meetings and records, public inspection, and criminal and civil penalties.

Venetian Parc Academy is seeking waivers centered on operational aspects that most directly intersect with the implementation of unique pedagogical models. These include:

- **Curriculum Delivery:** Waivers related to *how* specific required instruction (F.S. § 1003.42) is delivered, allowing for integration into technology-focused projects rather than standalone courses.
- **Instructional Time and Scheduling:** Flexibility from minimum hour/day requirements (F.S. § 1011.61, F.S. § 1001.42) to implement blended learning schedules, competency-based progression, or modified calendars, provided accountability for learning and assessment participation can be maintained.
- **Personnel Certification:** Waivers from specific certification requirements (F.S. § 1012.56) to hire individuals with critical, specialized industry expertise in technology fields, leveraging alternative qualifications while adhering to non-waivable evaluation standards.
- **Instructional Materials:** Relief from state adoption processes and funding restrictions (F.S. § 1006.28, F.S. § 1006.40) to allow for the agile procurement and use of specialized, often digital, technology-based resources.

A. Curriculum and Specific Instructional Mandates

- **Waiver Area:** Flexibility regarding specific course requirements, mandated instructional minutes for non-core subjects, prescribed teaching methodologies, or the structure of delivering required content, beyond the foundational B.E.S.T. standards assessed through statewide tests.
- **Relevant Statutes:**
 - **F.S. § 1003.42 (Required Instruction):** This statute mandates specific instruction across numerous topics, including detailed aspects of American history and civics, the Holocaust, financial literacy, comprehensive health education (including sensitive topics like dating violence prevention), character development, and patriotism. While the core subject areas (ELA, Math, Science, Social Studies) are linked to non-waivable assessments, VPA is seeking waivers related to *how* these specific mandated topics are integrated or delivered. For instance, instead of a standalone health segment on dating violence, VPA might propose integrating this content through a technology-based project on digital citizenship and healthy online relationships. The existing parental opt-out for reproductive health and disease education under s. 1003.42(3) remains separate from this waiver process.
 - **Statutes or Rules Dictating Course Sequences/Prerequisites:** If specific state-mandated course pathways hinder the implementation of an interdisciplinary, technology-centric

curriculum or a competency-based progression model, a waiver is sought to prevent such.

- **Purpose of Waiver:**
 - To implement an integrated, project-based curriculum where technology serves as the central theme and tool for learning across disciplines.
 - To create flexible scheduling blocks necessary for in-depth exploration of specialized technology fields (e.g., coding bootcamps, cybersecurity labs, AI projects).
 - To enable competency-based learning pathways where students progress based on demonstrated mastery of skills rather than traditional course completion metrics.
 - To integrate state-mandated topics (e.g., civics, history, health) into relevant technology-focused projects, potentially increasing student engagement and applicability.
- **Potential Impact:**
 - Significant deviation from the standard course catalog and curriculum structure seen in traditional schools.
 - Instructional time might be allocated differently, potentially reducing dedicated time for some mandated topics in their traditional format in favor of integrated approaches.
 - Increased emphasis on applied, project-based learning assessed through portfolios, presentations, or performance tasks alongside required state assessments.
- **Justification Necessity:**
 - The waiver is necessary to implement the school's unique pedagogical model, emphasizing that technology is the core context, not just an add-on tool.
 - The standard curriculum structure (e.g., rigid course requirements, time allocations) actively restricts the time and flexibility needed for complex, interdisciplinary technology projects or competency-based pathways.
 - Crucially, the required instructional content (per s. 1003.42) can be covered effectively, and perhaps more relevantly, through the proposed integrated, technology-focused approach, ensuring students still gain the essential knowledge and skills mandated by the state.

B. Instructional Time, Scheduling, and School Calendar Flexibility

- **Waiver Area:** Deviations from standard requirements regarding minimum instructional hours for FTE calculation, the 180-day school year structure, specific time allocations per subject, traditional bell schedules, or mandated school start times.
- **Relevant Statutes:**
 - **F.S. § 1011.61(1)(a)1:** Defines a full-time equivalent (FTE) student for funding purposes based on minimum net instructional hours (900 for grades 4-12, 720 for K-3). VPA seeks a waiver to allow these hours to be accrued through non-traditional means (e.g., competency-based progression, asynchronous online work, extended project blocks, internships) rather than strict seat-time accounting.
 - **F.S. § 1001.42(4)(a):** Requires districts to operate schools for 180 days or the hourly equivalent. This waiver would enable VPA the flexibility to operate on a different calendar by cohort group

- (e.g., year-round with technology-focused intersessions, a 4-day week
 - **F.S. § 1001.42(4)(f):** Empowers district boards to fix the hours of the school day. While recent legislation mandates later start times for middle and high schools by 2026, this waivers could potentially address other scheduling constraints imposed by district policy or this statute if they impede the blended learning model.
- **Purpose of Waiver:**
 - To implement highly flexible scheduling necessary for blended learning models like station rotation, flex time, or individualized pathways.
 - To facilitate competency-based progression where advancement is tied to mastery, not time spent in instruction.
 - To accommodate extended time blocks for complex technology projects, labs, or simulations.
 - To integrate off-site learning experiences, such as internships or partnerships with technology companies, into the regular school schedule.
 - To operate on a modified school calendar (e.g., year-round, balanced calendar) better suited to project cycles or preventing learning loss.
- **Potential Impact:**
 - School schedules (daily, weekly, yearly) that differ substantially from traditional district calendars.
 - Students potentially progressing at variable paces based on mastery.
 - Possible logistical challenges coordinating with district-wide services like transportation or meal programs.
 - Altered vacation schedules compared to other schools.
- **Justification Necessity:**
 - The waiver is essential for implementing the Academy's specific, approved blended learning model (e.g., a standard bell schedule prevents effective station rotation or flex time).
 - Traditional time-based structures (seat time, 180-day calendar) hinder the Academy's ability to offer deep project-based learning, competency-based progression, or crucial industry partnerships.
 - The flexible schedule can be implemented while still ensuring students are adequately prepared for, and available to take, the non-waivable statewide assessments (FAST, EOCs) administered within specific state windows.

C. Personnel Qualifications and Certification Flexibility

- **Waiver Area:** Exemption from specific state educator certification requirements for instructors in highly specialized, rapidly evolving technology fields where documented industry expertise and credentials may be more critical than traditional pedagogical training or degrees.
- **Relevant Statutes:**
 - **F.S. § 1012.56 (Educator certification requirements):** This is the primary statute governing the issuance of temporary and professional teaching certificates in Florida. It typically requires

applicants to hold a bachelor's degree, pass general knowledge, subject area, and professional education exams, and meet other criteria. Since s. 1012.56 is *not* included in the list of non-waivable statutes in s. 1002.451(4), waivers targeting specific requirements (e.g., the bachelor's degree requirement, specific examination requirements) could be sought for individuals possessing significant, verifiable industry experience and/or high-level industry certifications in fields directly aligned with the Academy's specialized technology curriculum (e.g., artificial intelligence, cybersecurity, bioinformatics, advanced software development).

- **F.S. § 1012.39 (Employment of nondegreed teachers of career education):** This statute provides an existing pathway for districts to hire non-degreed individuals to teach career education courses based primarily on occupational experience (typically requiring 3 years of experience, a high school diploma, and completion of professional education training). VPA seeks a waiver to broaden the applicability of this concept beyond traditional CTE programs or to modify the specific experience or training requirements if the innovative program doesn't align neatly with existing/future CTE frameworks or requires different expertise profiles.
- **F.S. § 1012.42 (Teacher teaching out-of-field):** This section outlines notification and support requirements when a certified teacher is assigned outside their area of certification. While less likely to be a primary waiver target, flexibility is requested regarding the specific procedures or timelines if it facilitates bringing in specialized instructors under unique arrangements allowed by other waivers. VPA assures, however, that parents will be notified of teachers who are teaching out-of-field as required by the Parents' Bill of Rights.
- **Purpose of Waiver:**
 - To recruit and hire instructors who possess deep, current, and verifiable expertise in cutting-edge technology fields directly relevant to the school's mission, even if they lack traditional Florida teaching credentials.
 - To provide students with authentic, industry-relevant instruction and mentorship from practitioners working in fields like software engineering, data science, network security, etc.
 - To create unique instructional roles, such as industry mentors co-teaching with certified staff or leading specialized project labs.
- **Potential Impact:**
 - A portion of the instructional staff, particularly in specialized technology courses, may not hold standard Florida teaching certificates.
 - The school may need to develop alternative methods for supporting, mentoring, and evaluating these non-traditionally credentialed instructors, while still complying with the non-waivable evaluation requirements of s. 1012.34.
- **Justification Necessity:**
 - The waiver is essential for fulfilling the VPA's statutory purpose of utilizing "industry-leading technology" and incorporating "industry certifications".
 - As evidenced throughout the District, required expertise cannot reasonably be sourced from the pool of traditionally certified teachers due to the specialized or rapidly changing nature of the technology field.
 - Alternative qualifications (e.g., specific industry certifications, years of high-level experience, portfolio of work) will be required to ensure instructional quality and accountability, while

adhering to the non-waivable evaluation statute (s. 1012.34).

D. Instructional Materials Selection and Adoption Flexibility

- **Waiver Area:** Relief from specific district or state procedures governing the review, adoption, and purchase of instructional materials, particularly limitations on using state allocation funds for materials not on the official state-adopted list.
- **Relevant Statutes:**
 - **F.S. § 1006.28 (Duties of district school board regarding instructional materials):** This statute outlines the district's responsibility for content, public review processes, adoption procedures, and handling objections to materials. VPA is seeking waivers from specific procedural steps (e.g., timelines, hearing requirements for adoption) if they unduly delay the acquisition of time-sensitive digital resources or software needed for the curriculum.
 - **F.S. § 1006.40 (Use of instructional materials allocation):** This statute dictates how districts must spend their state instructional materials funds. Critically, subsection (3)(a) generally requires purchasing materials from the state-adopted list, while subsection (3)(b) allows *up to 50 percent* of the allocation to be used for non-adopted materials (including library books, software, consumables, etc.), repairs, or replacements. VPA seeks a waiver to exceed this 50 percent cap, requesting the ability to use up to 100 percent of its allocation for materials not on the state list, provided they meet other statutory criteria (like alignment with standards and content appropriateness).
 - **F.S. § 1006.29 (State instructional materials adoption) & F.S. § 1006.31 (Duties related to state adoption):** Waivers are sought to exempt the VPA from exclusive reliance on the state adoption cycle or list, allowing for more agile procurement of technology-related resources.
- **Purpose of Waiver:**
 - To enable the rapid selection, procurement, and implementation of the most current, specialized, and often digital-native instructional materials (e.g., coding platforms, simulation software, online research databases, specialized design software) essential for an advanced technology curriculum.
 - To allow flexible use of instructional materials funding for resources that may not fit the traditional definition of "textbooks" but are integral to the tech-focused program, such as software licenses, platform subscriptions, specialized hardware kits integrated with curriculum, or cloud-based services.
- **Potential Impact:**
 - VPA may utilize a suite of instructional resources significantly different from those used in other schools within the district.
 - Heavy reliance on digital, subscription-based, or non-traditional materials.
 - Potentially streamlined internal processes for reviewing and approving materials, while still adhering to content requirements regarding prohibited materials.

- **Justification Necessity:**

- This waiver is directly linked to the school's mission of using "industry-leading technology".
- The state adoption cycle and the resulting list of approved materials are insufficient and too slow to provide the necessary cutting-edge, specialized resources required for VPA's curriculum.
- The existing flexibility (e.g., the 50% allowance in s. 1006.40(3)(b), the K-1 exceptions, or the option to pursue a district program under s. 1006.283) is inadequate to meet the school's unique needs for specialized software, platforms, or other tech-centric resources.
- The school affirms its commitment to ensuring all materials used, regardless of adoption source, align with state standards and meet the content requirements specified in s. 1006.28(2)(a)2.b and s. 1006.40(3)(c) (e.g., free of pornography, age-appropriate, suited to student needs).

E. Safeguards and Assurances

VPA will create and leverage a detailed curriculum map that demonstrates how all required instruction, including mandated topics, will be integrated into the technology-focused curriculum and project-based learning units. This map will be reviewed annually and updated to ensure full compliance with all statutory requirements. Furthermore, a system for tracking student completion of these integrated topics will be put in place to ensure no student misses a mandated requirement. The school will operate under a performance contract with the State Board of Education, subject to all non-negotiable requirements outlined in F.S. § 1002.451. This includes full compliance with laws pertaining to student assessment programs and the school grading system, services for students with disabilities, civil rights, and student health, safety, and welfare. The school will also adhere to maximum class size requirements, calculated as an average at the school level.

Curriculum and Instruction

Despite flexibility in delivery, the school assures that all students will receive instruction on the topics mandated by F.S. § 1003.42. The curriculum will integrate these required topics into technology-focused, project-based learning experiences. For example, civic education may be delivered through a project to develop an interactive app that simulates the legislative process, and Holocaust history may be explored through a documentary production project. The school will document how and when these statutory topics are delivered to ensure all requirements are met and will provide the documentation for public review.

Instructional Time and Scheduling

The school will utilize its flexibility in instructional time (F.S. § 1011.61, F.S. § 1001.42) to implement a blended learning model, competency-based progression, and a modified calendar. This is done with the assurance that annual instructional hours will meet or exceed the state's minimum requirements. The school will implement a robust system to track student participation

and progress in both online and in-person components to ensure accountability for learning and compliance with all assessment and reporting deadlines.

Personnel Certification and Staffing

While leveraging the flexibility from specific certification requirements (F.S. § 1012.56) to hire industry experts, the school guarantees that all instructional personnel will be properly evaluated under the non-waivable performance evaluation standards of F.S. § 1012.34. The school will provide mentoring and professional development for all personnel, including those with alternative qualifications, to ensure they can effectively deliver instruction and manage classroom environments. The school will also hire and/or contract with properly certified staff to support special populations, including Exceptional Student Education (ESE) teachers and English for Speakers of Other Languages (ESOL) teachers. VPA assures that all reading and mathematics will be delivered by certified teachers with preservation of the requirements of F.S. 1008.25. VPA also assures that all students, including those with disabilities or language barriers will still receive access to a full range of the required instruction under F.S. 1003.42 and that mandated topics will be covered with a method for tracking and documentation of compliance. Likewise, VPA will rigorously vet all industry credentials for non-certified teachers.

Instructional Materials

The school will seek relief from state adoption processes (F.S. § 1006.28, F.S. § 1006.40) to swiftly procure specialized, technology-based resources. However, it assures that all instructional materials, whether digital or physical, will undergo a rigorous internal review process to ensure they are free of prohibited content and are age and grade-level appropriate. The school will maintain a comprehensive, publicly available list of all instructional materials used in the school.

Mandated Student Support Services

The school provides a comprehensive assurance that it will fully adhere to all federal and state mandates for serving diverse learners. This includes, but is not limited to:

- **ESE:** The school will implement a Multi-Tiered System of Supports (MTSS) and will have formal processes for universal screenings, referrals under IDEA, and evaluations for eligibility determination. The school will develop and implement Individualized Education Programs (IEPs) and 504 plans, and provide all required accommodations and related services.
- **Gifted Students:** The school will have a formal process for the identification of gifted learners and will develop and implement Educational Plans (EPs) that outline formal services, specialized coursework, or instructional content.
- **ELL Students:** The school will have a clear process for identifying and providing support to English Language Learners, including the provision of formal ESOL services by certified staff.
- **Specialized Staff:** The school commits to hiring qualified staff to support all student

needs, including special education teachers, gifted coordinators, and ESOL specialists, in addition to staff responsible for monitoring interventions and student progress.

Section 7: Facilities

A. Describe the proposed facility, including location and size.

Venetian Parc Academy is situated at 17475 SW 157 Ave within the Venetian Parc West subdivision in Miami, FL. The property, owned by the School Board of Miami Dade County, encompasses a lot size of approximately 292,679.64 square feet and is legally described as Tract Q (School Site) within the subdivision.

The facility consists of a main building housing all necessary learning and administrative spaces and an outdoor shelter for physical education and outdoor activities.

- **Building 01 (Administration/Classroom):**

- Total Area: 36,216 SF
- 1st Floor: 35,518 SF (Contains areas like Principal's Office, Reception, Dining/Kitchen, Media Center, and 18 (14 primary and 4 secondary) classrooms)
- 2nd Floor: 22,413 SF (Contains 23 classrooms, planning areas, and administrative spaces)



- **Building 03 (Outdoor Shelter):**

- Total Area/1st Floor: 3,036 SF

B. If the DIST will be located in the same building or on the same campus as an existing school, provide a detailed description of how space will be shared between the schools.

Not Applicable to Venetian Parc Academy

C. If the DIST will share a facility or campus with another school the responses to Sections 2D and 2F must address how students that are not currently attending the co-located school will be made aware of the DIST and provided an opportunity to apply and enroll.

Not Applicable to Venetian Parc Academy

D. If the proposed facility is not a current District owned facility, describe the actions that will be taken to secure the facility and to ensure the facility is in compliance with applicable laws, regulations and policies and will be ready for the school's opening.

Not Applicable to Venetian Parc Academy

E. If the proposed facility is not a current District owned facility, explain the anticipated costs for the facility, including renovation, rent, utilities and maintenance. These costs should be reflected in the Budget.

Not Applicable to Venetian Parc Academy



Section 8: Budget

A. Provide an operating budget covering each year of the requested contract term that contains a full accounting of expected assets, revenue projections by fund source, expenses and anticipated fund balances. The budget should be based on the projected student enrollment indicated on the cover page of the application and should reflect the school's technology infrastructure needs and development.

Below is a comprehensive 7-year operating budget and detailed financial plan for Venetian Parc Academy, commencing with its inaugural year of operation in Fiscal Year 2025-2026. The budget is constructed to demonstrate the academy's long-term fiscal viability and responsible stewardship of public funds. All projections are founded upon a conservative and thorough application of the Florida Education Finance Program (FEFP) funding model, the official 2025-2026 state appropriations, and the established resource allocation formulas utilized by Miami-Dade County Public Schools. This financial plan is designed to be a transparent, defensible, and realistic roadmap that aligns the academy's innovative educational mission with a sound and sustainable fiscal structure.

The financial model projects a robust and sustainable future for Venetian Parc Academy, directly linked to its strategic, phased growth plan. Revenue is projected to grow from approximately \$1.3 million in Year 1 to over \$4.2 million by Year 7, a trajectory that mirrors the planned expansion of the student body from 108 to 324 students.

Personnel costs, encompassing salaries and benefits, constitute the largest and most significant portion of the budget, accounting for approximately 74% of total expenditures in the first year. This reflects the academy's commitment to investing in high-quality instructional and support staff. Staffing levels are determined by the direct application of M-DCPS allocation formulas to projected student enrollment, ensuring that resources are scaled appropriately and efficiently as the school grows.

The financial trajectory follows a prudent and predictable path for a new educational institution. The initial years of operation reflect the significant investment required to establish the program, with a reliance on foundational state and local funding. The budget demonstrates a clear and achievable path toward building a positive and growing operational fund balance, reaching a sustainable surplus by Year 4. This projection underscores the viability of the academy's model and its capacity for long-term financial health and stability.

Projections indicate that the school will achieve a stable operating surplus and begin building a substantial fund balance by Year 4, a critical milestone demonstrating long-term sustainability. This outcome is contingent upon two key variables: the successful execution of the student recruitment plan to meet the enrollment targets outlined in the application and the continuation of state and local funding

structures at or near the levels established in the FY 2025-2026 appropriations. The budget's design, including a robust contingency fund, provides the necessary flexibility to navigate potential fluctuations in these variables while maintaining focus on the academy's educational mission.

7-Year Projected Operating Budget for Venetian Parc Academy

The following table provides a comprehensive, 7-year projection of the operating budget for Venetian Parc Academy. It details all anticipated revenues by source, all projected expenditures by category, and the resulting financial position of the academy from Fiscal Year 2025-2026 through Fiscal Year 2031-2032. This table serves as the foundational financial model upon which the detailed narrative and assumptions in the subsequent sections are based.

Category	Year 1 (2025-26)	Year 2 (2026-27)	Year 3 (2027-28)	Year 4 (2028-29)	Year 5 (2029-30)	Year 6 (2030-31)	Year 7 (2031-32)
Enrollment							
Pre-K	36	36	36	36	36	36	36
K-8 Students	72	108	144	180	216	252	288
Total Enrollment	108	144	180	216	252	288	324
Calculated UFTE (K-8)	72	108	144	180	216	252	288
Revenue							
FEFP Base Funding	\$448,039	\$672,057	\$883,413	\$1,095,009	\$1,307,537	\$1,518,166	\$1,729,515
Class Size Reduction	\$80,428	\$120,642	\$158,573	\$196,548	\$234,609	\$272,582	\$310,411
ESE Guaranteed Allocation	\$22,827	\$34,240	\$44,979	\$55,727	\$66,519	\$77,241	\$87,952
Safe Schools Allocation	\$14,679	\$21,990	\$28,940	\$35,871	\$42,823	\$49,739	\$56,651
Mental Health Allocation	\$9,062	\$13,593	\$17,866	\$22,143	\$26,439	\$30,706	\$34,970
VPK Funding	\$109,044	\$112,315	\$115,684	\$119,155	\$122,730	\$126,412	\$130,204
Federal - Title I	\$0	\$36,720	\$48,257	\$59,805	\$71,383	\$82,925	\$94,429
Federal - IDEA	\$16,200	\$24,300	\$31,938	\$39,587	\$47,245	\$54,873	\$62,510
Other Grants/Donations	\$25,000	\$25,750	\$26,523	\$27,318	\$28,138	\$28,982	\$29,851
Total Revenue	\$725,279	\$1,061,607	\$1,356,173	\$1,651,163	\$1,947,423	\$2,241,626	\$2,536,493
Expenses							

Personnel - Salaries	\$609,571	\$726,908	\$860,829	\$983,755	\$1,107,068	\$1,242,969	\$1,413,662
Personnel - Benefits	\$186,520	\$222,414	\$263,451	\$301,029	\$338,763	\$380,388	\$432,582
Instructional Materials/Supplies	\$10,000	\$10,000	\$25,000	\$25,000	\$30,000	\$30,000	\$30,000
Facility - Utilities	\$76,486	\$78,931	\$81,449	\$84,042	\$86,713	\$89,465	\$92,299
Facility - Maintenance	\$20,000	\$20,000	\$20,000	\$30,000	\$30,000	\$30,000	\$30,000
Technology - Hardware/Software	\$0	\$0	\$0	\$0	\$0	\$77,112	\$88,128
Administrative - Other	\$35,000	\$36,050	\$37,132	\$38,245	\$39,393	\$40,575	\$41,792
Contingency (5%)	\$46,879	\$54,715	\$64,393	\$73,102	\$81,597	\$94,525	\$106,423
Total Expenses	\$984,456	\$1,149,018	\$1,352,254	\$1,535,173	\$1,713,534	\$1,984,034	\$2,234,886
Net Income / (Loss)	-\$259,177	-\$87,411	\$3,919	\$115,990	\$233,889	\$257,592	\$301,607
Beginning Fund Balance	\$0	-\$259,177	-\$346,588	-\$342,669	-\$226,679	\$7,210	\$264,802
Ending Fund Balance	-\$259,177	-\$346,588	-\$342,669	-\$226,679	\$7,210	\$264,802	\$566,409

B. Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

Revenue projections are based on anticipated student enrollment, applicable Florida funding formulas, federal grant estimates, and other potential income sources.

The foundation of the school's revenue, particularly state funding, is its projected student enrollment and the corresponding calculation of Full-Time Equivalent (FTE) students. Enrollment is projected to grow systematically over the seven-year period, starting with Pre-K through 2nd grade in Year 1 and adding one grade level each subsequent year through 8th grade.

Pre-Kindergarten students participating in the state's Voluntary Prekindergarten (VPK) program are funded separately and are not included in the K-12 FTE calculation for the Florida Education Finance Program (FEFP), unless they are Exceptional Student Education (ESE) students with Individual Education Plans (IEPs) receiving services that qualify them for FEFP reporting. This budget assumes the 36 Pre-K students will be funded through VPK.

It is important to note that FTE funding is subject to a recalibration process where a student cannot generate more than 1.0 FTE annually across all educational providers, including district schools, virtual

schools, and dual enrollment. The Unweighted FTE (UFTE) projections used for this budget are presented below.

Projected Enrollment and FTE Calculation (Years 1-7)

Grade Level	Year 1 (25-26)	Year 2 (26-27)	Year 3 (27-28)	Year 4 (28-29)	Year 5 (29-30)	Year 6 (30-31)	Year 7 (31-32)
Pre-K	36	36	36	36	36	36	36
Kindergarten	36	36	36	36	36	36	36
Grade 1	18	36	36	36	36	36	36
Grade 2	18	18	36	36	36	36	36
Grade 3	0	18	18	36	36	36	36
Grade 4	0	0	18	18	36	36	36
Grade 5	0	0	0	18	18	36	36
Grade 6	0	0	0	0	18	18	36
Grade 7	0	0	0	0	0	18	18
Grade 8	0	0	0	0	0	0	18
Total Enrollment	108	144	180	216	252	288	324
Total K-8 UFTE	72	108	144	180	216	252	288

The FEFP calculation combines state funds and Required Local Effort (RLE), which is generated through local property taxes, into a single allocation distributed by the state. The state performs multiple FEFP calculations throughout the fiscal year, adjusting funding based on updated FTE counts and other data. This budget uses projected annual FTE to estimate the total FEFP Base Funding.

This budget utilizes the official Projected Cost Factors (PCF) for FY 2025-2026, primarily the K-3 Basic factor of 1.108 and the 4-8 Basic factor of 1.000. For simplicity in this projection, a blended PCF is calculated each year based on the proportion of students in each grade band.

This budget is based on the FY 2025-2026 Base Student Allocation of \$5,372.60. For years 2 through 7, the BSA is projected to increase by a conservative 1.5% annually to account for inflation, though the actual amount is subject to future legislative appropriations.

This budget uses the official FY 2025-2026 Comparable Wage Factor for Miami-Dade County, which is 1.0287.

The inclusion of allocations like the former Teacher Salary Increase Allocation (TSIA) directly into Base Funding starting in 2023-24 simplifies the revenue calculation. However, it necessitates careful tracking within the expenditure budget to ensure these funds are appropriately directed towards their intended purpose, such as enhancing teacher compensation.

In addition to Base Funding, the FEFP includes several categorical allocations directed towards specific purposes. This budget anticipates receiving funds from the following relevant categoricals:

- **ESE Guaranteed Allocation:** This allocation provides supplementary funding for ESE students who require low to moderate services (Matrix Levels I, II, III, corresponding to FEFP programs 111, 112, 113) and gifted students (K-8). This funding is provided *in lieu* of higher program cost factors for these students. Estimated amounts are used as a placeholder, acknowledging that actual amounts will depend on M-DCPS calculations:
 - Level 251 (Low): ~\$1,000 per FTE (average of PK-3 \$982, 4-8 \$1,101)
 - Level 252 (Moderate): ~\$3,200 per FTE (average of PK-3 \$3,170, 4-8 \$3,290)
 - Level 253 (High-Moderate): ~\$6,500 per FTE (average of PK-3 \$6,470, 4-8 \$6,589) (*Note: Actual allocation requires confirmation from M-DCPS based on the school's specific ESE population reported in programs 111, 112, 113.*) Revenue is projected based on an estimated 15% of the K-8 student population qualifying for these ESE services, distributed across the levels.
- **Safe Schools Allocation:** The statewide allocation for 2024-25 is \$290 million. Funds are distributed with a district minimum, then based one-third on the district's crime index and two-thirds on the district's non-virtual, non-scholarship UFTE. This budget estimates the school's share based on its projected non-virtual/non-scholarship UFTE as a percentage of the M-DCPS total UFTE applied to the portion of the state allocation available after minimums.
- **Mental Health Assistance Allocation:** The statewide allocation for 2024-25 is \$180 million. Distribution methods vary but are often tied to student enrollment (UFTE). This budget estimates the school's share based on its projected UFTE as a percentage of the M-DCPS total UFTE applied to the state allocation. VPA will be assigned a Mental Health Coordinator from day one and receive all other benefits allowable and funded by the Mental Health Assistance
- **Class Size Reduction (CSR) Allocation:** This allocation provides funds to help the district meet constitutionally mandated class size limits. Revenue is calculated by multiplying the school's WFTE in each grade band by the specific per-WFTE allocation factors for FY 2025-2026: \$958.42 for grades PK-3 and \$915.09 for grades 4-8.

Local Funding

While the Required Local Effort (RLE) is factored into the overall FEFP calculation, schools are also entitled to a share of the Discretionary Local Effort levied by the district.

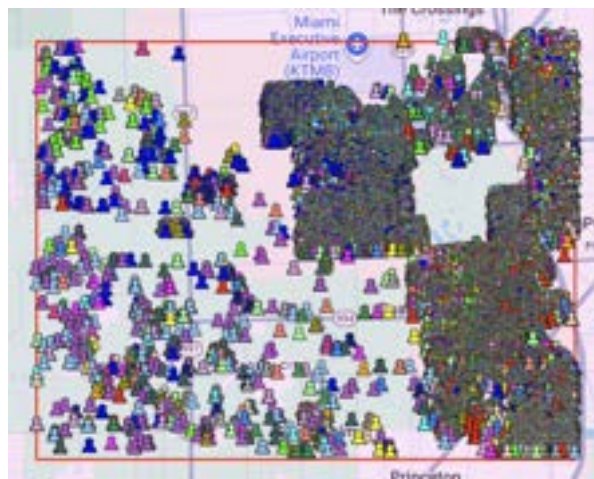
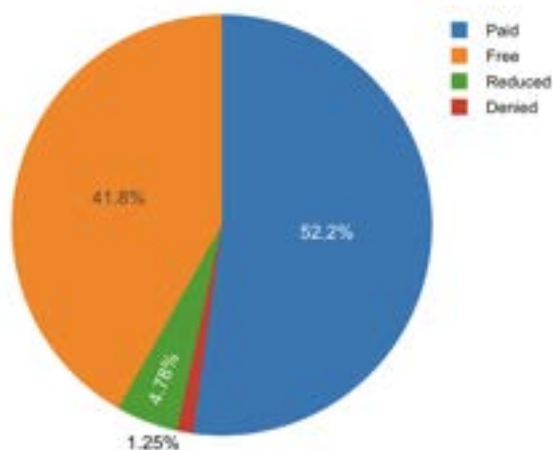
- **Discretionary Local Effort (0.748 Mills):** Florida school districts are authorized to levy up to 0.748 mills in local property taxes for operational purposes. Schools receive a proportionate share of the revenue generated by this levy, typically based on their WFTE relative to the total district WFTE.

This budget assumes M-DCPS levies the full 0.748 mills and distributes the proceeds proportionally. Revenue is estimated by calculating the school's projected WFTE as a percentage of the estimated total M-DCPS WFTE and applying that percentage to the total estimated revenue generated by the 0.748 mill levy in Miami-Dade County.

Federal Funding

Federal funds provide supplemental resources, primarily targeted towards specific student populations. Receipt and allocation of these funds are managed by the LEA (M-DCPS) based on federal guidelines and district policies. Estimates are based on projected student demographics and available funding data.

- Title I, Part A (Improving Basic Programs Operated by LEAs):** Title I funds support schools with high concentrations of students from low-income families. M-DCPS allocates these funds to eligible schools, including charters, based on poverty data (typically Free and Reduced-Price Lunch eligibility). Based on the demographics of the Venetian Parc, the school currently has a population in which 58 percent of students qualify for free or reduced lunch. The estimation presented is based on an analysis of current student enrollments within a 5 mile by 10 mile grid surrounding the school which demonstrates that nearly 47 percent of students in the vicinity are on free or reduced lunch. Currently 75 percent of the students enrolled at Venetian Parc reside in this area. Should the expected enrollment materialize, the school is expected to surpass the 40% threshold to be eligible for Title I support funds. As such, this budget assumes approximately 40% of the student body will qualify for Title I services. This budget makes the assumption that the school will qualify for Title I by year 2 of implementation.



- Individuals with Disabilities Education Act (IDEA), Part B:** IDEA funds support the education of children with disabilities. Funding is distributed to LEAs based on ESE student counts, and LEAs are responsible for ensuring equitable services and funding distribution to charter schools. Per-pupil amounts vary based on state allocations and district distribution formulas. Florida's IDEA allocation

was approximately \$702 million in FY20. Based on district-level expenditure data from other large Florida districts and national figures, this budget assumes an average supplemental funding of **\$1,500 per identified ESE student**. Revenue is projected assuming 15% of the K-8 student population qualifies for ESE services.

Voluntary Prekindergarten (VPK) Funding

As the school includes a Pre-K class, it is assumed the school will participate in Florida's Voluntary Prekindergarten (VPK) program. VPK funding is separate from the K-12 FEFP. For the 2024-25 school year, the VPK Base Student Allocation is \$3,029 per student for the standard school-year program. This budget projects VPK revenue based on this rate multiplied by the 36 Pre-K students, with a 3% annual increase assumed for subsequent years.

Other Revenue Streams

To supplement primary funding sources, the school may pursue additional revenue through grants, fundraising, and modest student activity fees. This budget includes a conservative placeholder estimate of \$25,000 in Year 1 for such activities, increasing slightly with inflation annually. This assumes active grant writing and fundraising efforts will be undertaken.

Expenditure Assumptions

Expenditure projections are based on the school's educational model, projected enrollment, staffing plan, anticipated facility and operational needs, and cost estimates relevant to the Kendall West, Florida area. An annual inflation factor is applied to non-personnel costs.

Personnel Costs

Personnel costs, including salaries and benefits, represent the largest portion of the operating budget. The staffing plan is designed to meet Florida's class size requirements (Pre-K/K: 18, 1-3: 18 (budget uses 22 for 1-2), 4-8: 22) and provide necessary administrative, instructional, and support functions.

Position	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Principal	1	1	1	1	1	1	1
Assistant Principal	0	0	0	0	0	1	1
Classroom Teachers	6	8	10	12	14	16	18
ESE Teacher	1	1	1	2	2	2	2
Specials Teacher (Art/Music/PE)	0	0	1	1	1	1	2
Counselor	1	1	1	1	1	1	2
Media Specialist	0	0	1	1	1	1	1
Office Manager/Treasurer	1	1	1	1	1	1	1
Clerical Staff	0	0	1	1	1	1	1
Paraprofessionals	2	2	3	3	3	3	3
Total Staff (FTE)	12	14	20	23	25	28	32

- Salaries:** Base salaries for Year 1 are estimated using M-DCPS salary schedules for 2023-24 as a proxy, assuming mid-range experience levels: AO/CO schedule for teachers, X7 schedule for Principal/AP, and UO/U1 schedules for support staff. Annual increases of 3.0% are budgeted for subsequent years, reflecting potential step increases and cost-of-living adjustments consistent with recent M-DCPS agreements.
- Benefits:** Benefit costs are calculated as a percentage of salaries and include:
 - FICA/Medicare:* Budgeted at the standard rate of 7.65% of gross salaries.
 - Florida Retirement System (FRS):* Assumes mandatory participation. Employer contributions are budgeted based on 2024-25 rates, which vary by employee class. The budget uses 13.63% for Regular Class (teachers, support staff) and 34.52% for Senior Management Service Class (Principal, AP). These rates are applied to employee salaries. An additional 2.00% for the Retiree Health Insurance Subsidy (HIS) and 0.06% for FRS Admin/Education fees are included in the employer cost. The required 3% employee contribution is noted but is not an employer expense. Anticipated legislative increases in FRS employer rates beginning July 1, 2025 are factored into projections for Year 2 onwards (estimated blended increase applied).
 - Health Insurance:* Estimated based on an average employer contribution of \$7,500 per eligible full-time employee in Year 1, increasing by 6% annually. This reflects typical costs for group health plans in Florida.

- **Other Benefits:** Includes estimated costs for workers' compensation (approx. 1.5%), state unemployment tax (SUTA), and basic life/disability insurance (approx. 1%), totaling roughly 2.5-3.0% of salaries. Potential stipends for specific roles or duties are included within the base salary estimates.

The combination of salaries and comprehensive benefits results in a significant personnel expenditure line item, reflecting the school's investment in qualified staff. The rising costs associated with FRS contributions and health insurance premiums are notable factors influencing the budget's growth over the seven-year term.

Utilities

This category is modeled off of the existing utility costs expended at Andrea Castillo Preparatory K8 (ACPK8), an existing school within Miami-Dade County Public Schools that has an identical footprint and building design. ACPK8, however, is consuming significantly more resources given the enrollment at the school as compared to Venetian Parc in its infancy. As a conservative estimation, the budget presented represents a 13% reduction of the current expenditures being incurred in the identical facility at ACPK8 with an anticipated increase over time.

Instructional Materials & Supplies

This category includes costs for curriculum, consumables, technology directly supporting instruction, and library resources necessary for the educational program.

- **Curriculum & Textbooks:** All of the core curriculum and textbooks are being funded by the District office as it is for all schools throughout the District. The budget, therefore, includes costs for adopting and implementing supplemental curriculum programs, purchasing supplemental textbooks, workbooks, and associated digital licenses.
- **Technology - Hardware/Software:** All instructional software and hardware costs are being funded by the District office as it is for all schools throughout the District. As such, the budget reflects costs for supplemental educational software licenses, online learning platforms, and standardized/diagnostic assessment tools after year five only.

Technology Infrastructure

This budget supports a technology-rich learning environment, including a 1:1 student device initiative. However, it is important to note that 100 percent of the costs covering hardware, software, networking, and support are absorbed by the District.

- **Hardware:** Includes initial purchase (addressed in Start-Up Costs) and ongoing replacement of student devices (e.g., Chromebooks at ~\$300 each), teacher laptops, classroom interactive displays/projectors, printers, and network equipment (servers, switches, wireless access points). A 5-year refresh cycle is assumed for student and teacher devices, with costs spread across the budget years or managed through leasing arrangements (budget assumes purchase and replacement).

- **Software:** Annual licensing fees for operating systems, productivity suites (e.g., Google Workspace for Education, Microsoft 365), student information systems (SIS), learning management systems (LMS), security software, and administrative software.
- **Network & Connectivity:** Costs for high-speed internet access, content filtering services, network maintenance, and potential infrastructure upgrades.
- **Support:** Costs associated with IT support personnel (included in Personnel) or outsourced managed IT services. The use of Chromebooks may potentially reduce support labor hours compared to traditional laptops.

The overall technology cost per student is absorbed by the District office and is projected to align with educational benchmarks, factoring in both initial acquisition and ongoing operational and replacement expenses.

Contingency Fund

A contingency fund equal to 5% of total annual expenditures is included in the budget. This is a critical best practice in school budgeting, providing a necessary fiscal buffer to cover unforeseen expenses, address unexpected revenue shortfalls, or seize emergent programmatic opportunities without disrupting core operations.

Fund Balance and Financial Sustainability

The 7-year financial projection for Venetian Parc Academy demonstrates a sound and sustainable fiscal plan. An analysis of the Ending Fund Balance trajectory in Table 1 reveals a healthy financial position. The initial year shows a planned, modest deficit, reflecting the upfront investment required to launch a high-quality educational program. However, the academy is projected to achieve an operational surplus in Year 3, and the cumulative fund balance becomes positive in Year 5. From this point forward, the fund balance grows substantially each year. This trajectory is a clear indicator of long-term financial viability and robust fiscal health. The ability to forecast this path allows for strategic planning and demonstrates to authorizers that the school has a realistic and effective plan to achieve and maintain sustainability.

Risk Assessment

While the financial plan is robust, it is prudent to identify potential risks that could impact its assumptions:

1. **Enrollment Shortfalls:** The entire revenue model is predicated on achieving the student enrollment targets for each year. Failure to meet these targets would result in a direct and proportional reduction in FEFP revenue, posing the most significant risk to the budget.
2. **Legislative Funding Changes:** The budget is based on the FY 2025-2026 FEFP appropriations. Future legislative sessions could alter key funding components, such as reducing the Base

Student Allocation, unfavorably changing Program Cost Factors, or modifying categorical aid programs, which would negatively impact revenue.

3. **Unforeseen Cost Increases:** While the budget includes inflationary factors and a contingency, extraordinary increases in costs beyond these projections—such as a sharp spike in healthcare premiums, state-mandated retirement contributions, or major facility repairs—could strain financial resources.

Mitigation Strategies

To address these potential risks, the academy will implement the following mitigation strategies:

1. **Aggressive and Continuous Recruitment:** A multi-faceted marketing and student recruitment plan, as detailed in the application, will be executed with fidelity to ensure enrollment targets are met or exceeded. Continuous community outreach and the establishment of a strong school reputation will be top priorities.

2. **Building a Strong Operating Reserve:** The primary goal in the later years of this plan is to build the Ending Fund Balance into a healthy operating reserve. The target will be to

establish and maintain a reserve equivalent to at least two months of operating expenditures, providing a crucial buffer to absorb potential revenue shortfalls or unexpected costs.

3. **Diversification of Funding:** The school's leadership will actively pursue supplemental funding through federal, state, and private grants. Building strong community and corporate partnerships will be a key strategy to secure additional resources and donations, reducing the school's sole reliance on per-pupil state funding.



Long-term financial sustainability depends on achieving projected enrollment targets, continued state and local funding support at anticipated levels, effective management of personnel costs (particularly benefits), and prudent control over operational expenditures. The school leadership will actively monitor

legislative changes impacting FEFP funding, manage resources efficiently, and pursue diverse funding opportunities through grants and community partnerships to ensure ongoing financial health beyond the initial five years. The projected positive fund balance trajectory by Year 5 indicates a path towards sustainable operations under the outlined assumptions.

Section 9: Action Plan

A. The district must, at a minimum, plan the program during the first year, begin at least partial operation of the program during the second year, and fully implement the program by the third year. The program may be fully implemented sooner, if authorized in the performance contract. Present a projected timetable for the school's start-up, including major milestones.

This plan acknowledges that key foundational activities, including planning, recruitment, marketing, and initial hiring, are already underway. The timeline is structured as follows:

- **Phase 1: Pre-Opening Planning & Preparation (Current – August 2025):** Focused on finalizing all necessary groundwork, including ongoing recruitment and hiring, curriculum finalization, facility readiness, and securing resources for opening day.
- **Phase 2: Year 1 – Operational Launch & Initial Implementation (August 2025 – June 2026):** Commencing operations, establishing school culture and routines, delivering instruction for the initial cohort(s), and gathering baseline performance data.
- **Phase 3: Year 2 & Beyond – Scaling to Full Implementation & Optimization (August 2026 onwards):** Expanding to the full intended grade span and enrollment, implementing all planned programs, refining operational systems based on Year 1 data, embedding the school culture, and establishing cycles of continuous improvement.

This approach allows for the integration of ongoing pre-opening activities and focuses on achieving operational readiness by August 2025, followed by phased scaling and refinement in subsequent years. The following timetable outlines projected key milestones across the adjusted start-up phases, reflecting the August 2025 operational launch and the ongoing nature of some activities. It is organized by operational area.

Phase 1: Pre-Opening Planning & Preparation (Current – August 2025)

The primary objective of this intensive phase is to finalize all preparations necessary for a successful school opening in August 2025. While foundational planning is underway, this period focuses on

completing critical tasks concurrently. Key activities include: finalizing governance clarifications within the district structure, securing final budget approvals and resource allocations, completing the hiring of the founding principal and initial staff complement, ensuring the facility is fully ready and equipped, finalizing curriculum details and procuring materials, completing student recruitment and enrollment for the initial cohort(s), and establishing essential operational procedures and partnerships. This phase integrates activities often spread over a longer planning year into the months leading up to the first day of school.

This phase requires intensive, coordinated effort to finalize all preparations for opening.

- **3.1.1 Governance and District Alignment:**
 - *Clarify Reporting Structures & Responsibilities (Ongoing):* Finalize understanding of reporting lines, decision-making authority, and specific responsibilities between school leadership and district administration/board.
 - *Finalize School-Specific Policies (Ongoing/By Spring 2025):* Develop and secure district approval for any necessary school-specific operating policies (within the bounds of district policy), ensuring alignment with district and state requirements.
 - *Board Updates & Approvals (Ongoing):* Provide regular progress updates to the district school board; obtain necessary board approvals for key items (e.g., final budget, key hires, major contracts) according to district procedures.
 - *Ensure Compliance (Ongoing):* Confirm all planning and preparation activities adhere to relevant state laws, federal regulations, and district policies.
- **3.1.2 Financial Planning and Resource Allocation:**
 - *Finalize Year 1 Operational Budget (By Spring 2025):* Develop and secure final district approval for the detailed Year 1 operational budget, based on confirmed enrollment projections and staffing plans. Align budget with magnet theme implementation needs.
 - *Secure & Allocate Resources (Ongoing/By Summer 2025):* Confirm allocation of district funds; finalize procurement plans for Year 1 needs.
 - *Establish School-Based Financial Procedures (By Summer 2025):* Set up school-level procedures for purchasing, reimbursements, activity funds, etc., in strict accordance with district financial policies and internal controls. Coordinate with district finance department regarding account setup and access.
- **3.1.3 Leadership and Staffing:**
 - *Hire School Principal/Director (Completed/Ongoing):* Finalize hiring process for the school's principal if not already in place.
 - *Finalize Staffing Plan (Ongoing/By Early 2025):* Confirm the specific teaching, support, and administrative staff needed for Year 1 operations based on projected enrollment and program design.
 - *Recruitment & Hiring (Ongoing - Critical):* Actively recruit and hire qualified teachers and staff, prioritizing theme-specific expertise where applicable. Complete interviews, background checks, and contract processing according to district HR procedures. Aim to have founding staff hired by late Spring/early Summer 2025.

- **3.1.4 Facility Readiness and Equipping:**
 - *Confirm Facility Adequacy (Ongoing):* Work with district facilities department to ensure the designated school building meets program needs, safety codes, and accessibility requirements.
 - *Complete Renovations/Build-Out (Ongoing/By Summer 2025):* Oversee and ensure timely completion of any necessary renovations or construction, coordinating closely with district facilities and contractors. Significant work should be scheduled for completion well before August 2025.
 - *Plan & Procure Furniture, Equipment, Technology (Ongoing/By Summer 2025):* Finalize lists and procure all necessary furniture, instructional equipment (including specialized magnet theme resources), technology (devices, network infrastructure), and initial supplies through district procurement channels.
 - *Facility Setup (Summer 2025):* Coordinate with district staff for installation of furniture, technology, and equipment. Prepare classrooms, offices, and common areas for opening.
- **3.1.5 Curriculum, Instruction, and Magnet Theme Finalization:**
 - *Finalize Magnet Theme Integration Plan (Ongoing/By Early 2025):* Solidify plans for how the magnet theme will be integrated across subjects and grade levels offered in Year 1. Ensure alignment with district curriculum standards and state requirements.
 - *Finalize Scope & Sequence (By Spring 2025):* Complete detailed scope and sequence for Year 1 subjects and grade levels.
 - *Select & Procure Curriculum Materials (By Spring/Summer 2025):* Finalize selection and order all required textbooks, digital resources, manipulatives, and specialized theme-related materials through district processes.
 - *Develop Year 1 Assessment Plan (By Summer 2025):* Outline the plan for baseline, formative, and any required district/state assessments for Year 1.
 - *Plan for Diverse Learners (Ongoing/By Summer 2025):* Finalize plans and confirm resource allocation for serving students with disabilities, English learners, and gifted/talented students, coordinating with relevant district departments.
- **3.1.6 Student Recruitment, Enrollment, and Community Engagement:**
 - *Marketing & Recruitment (Ongoing - Critical):* Implement the magnet school recruitment plan, targeting diverse families across the district. Utilize district communication channels and community outreach strategies. Highlight the unique magnet theme.
 - *Manage Application & Selection Process (According to District Timeline, e.g., Fall 2024 - Spring 2025):* Execute the student application, lottery/selection process according to established district procedures and timelines.
 - *Finalize Initial Enrollment (Spring/Summer 2025):* Confirm the roster for the founding student cohort(s) based on lottery results and acceptances. Manage waitlists per district policy.
 - *Build Community Partnerships (Ongoing):* Continue developing relationships with community organizations, businesses, or higher education institutions relevant to the magnet theme.
 - *Plan Family Engagement (By Summer 2025):* Develop strategies and schedule initial events (e.g., orientations, welcome events) to engage founding families.

Phase 2: Year 1 – Operational Launch & Initial Implementation (August 2025 – June 2026)

Year 1 marks the official launch and the first year of operation. The core objective is to successfully establish the school's presence, implement the initial academic program(s), build a positive school culture, and put core operational systems into practice. This involves welcoming the founding students and families, commencing instruction based on the magnet curricula, establishing daily routines and procedures, managing the operational budget, initiating data collection and monitoring systems, and fostering relationships within the school community and the district. This initial year serves as a critical period for testing the school's model in practice, gathering baseline data, identifying areas for refinement, and demonstrating progress towards the school's goals and district expectations.

The first year of operation focuses on establishing strong foundations and delivering on the magnet promise.

- **3.2.1 Staff Onboarding and Development:**
 - *Founding Staff Orientation (Summer 2025):* Conduct comprehensive orientation covering school mission, vision, culture, magnet theme integration, curriculum, district policies, safety procedures, and operational routines.
 - *Initial Professional Development (Summer 2025 / Ongoing Year 1):* Provide targeted PD focused on magnet theme implementation, instructional strategies, technology use, and meeting diverse student needs, aligned with district PD plans.
 - *Establish Collaborative Structures (Early Year 1):* Implement structures for teacher collaboration, such as Professional Learning Communities (PLCs), focused on instruction and student data.
- **3.2.2 School Opening and Student/Family Integration:**
 - *Finalize Student Intake & Systems Setup (Summer 2025):* Complete collection of all student forms; ensure Student Information System (SIS) is populated accurately and accessible per district protocols. Submit required state/district enrollment reports.
 - *Student & Family Orientations (Summer/Early August 2025):* Host events to welcome students and families, introduce staff, tour the facility, and communicate expectations.
 - *First Days of School (August 2025):* Execute well-planned opening days focused on building community, teaching routines, establishing positive culture, and introducing the magnet program.
- **3.2.3 Commencement of Instruction and Operations:**
 - *Implement Magnet Curriculum (Ongoing Year 1):* Begin daily instruction aligned with the finalized scope and sequence, integrating the magnet theme as planned.
 - *Administer Baseline Assessments (Early Year 1):* Conduct initial assessments to understand students' starting points and inform instruction.
 - *Establish Daily Routines (Ongoing Year 1):* Implement and consistently reinforce procedures for arrival, dismissal, transitions, lunch, attendance, etc., aligned with district practices.
 - *Activate Operational Systems (Ongoing Year 1):* Manage school budget, process purchasing requests, implement safety/emergency drills, utilize communication channels (website,

newsletters), manage technology resources, coordinate with district for transportation and food services.

- *Begin Data Collection & Monitoring (Ongoing Year 1)*: Start systematically collecting data on attendance, behavior, formative assessments, and initial magnet program indicators. Begin analyzing data in PLCs and leadership meetings.
- **3.2.4 Building School Culture and Engagement:**
 - *Foster Positive School Climate (Ongoing Year 1)*: Actively cultivate a welcoming, inclusive, and engaging school environment aligned with the magnet vision.
 - *Implement Family Engagement Strategies (Ongoing Year 1)*: Execute initial plans for involving families through communication, volunteer opportunities, and events.
 - *Maintain District Communication (Ongoing Year 1)*: Ensure regular communication and reporting to relevant district departments and leadership regarding progress and challenges.

Phase 3: Year 2 & Beyond – Scaling to Full Implementation & Optimization (August 2026 onwards)

Starting in the second year of operation, the focus shifts towards achieving the school's complete intended scope and optimizing performance. Objectives include expanding to serve the full planned grade range, reaching target enrollment levels, employing the full complement of staff, offering the complete suite of planned academic and extracurricular programs, and operating with fully established and efficient systems. This phase involves not just scaling up but also refining processes based on Year 1 experiences, deeply embedding the school's unique magnet theme and culture, strengthening partnerships, and establishing robust cycles for data analysis and continuous improvement aligned with district accountability measures. Reaching "full implementation" signifies the maturation into a fully functioning magnet school, poised for sustained success and contribution to the district's portfolio of choices.

Focus shifts to growth, refinement, and achieving the full vision of the magnet school.

- **3.3.1 Expansion to Full Capacity:**
 - *Add Subsequent Grades/Programs (Start of Each Year as Planned)*: Implement planned expansion to the full grade span and program offerings outlined in the magnet plan.
 - *Reach Target Enrollment (Ongoing)*: Continue recruitment and enrollment processes to reach and maintain target enrollment for full capacity, adhering to district diversity goals.
 - *Scale Resources Accordingly (Ongoing)*: Work with the district to ensure facilities, staffing, budget, materials, and support services are adequate for the growing student body and program complexity.
- **3.3.2 Staffing and Professional Growth:**
 - *Complete Staffing Complement (As Needed for Expansion)*: Recruit, hire, and onboard additional staff required for full implementation, following district procedures.
 - *Implement District Evaluation System (Ongoing)*: Fully utilize the district's teacher and staff evaluation system, providing feedback and support.

- *Provide Sustained, Targeted PD (Ongoing)*: Offer ongoing professional development focused on deepening magnet theme integration, refining instructional practices, data analysis, and meeting evolving student needs.
- **3.3.3 Full Program Implementation and Refinement:**
 - *Full Curriculum & Theme Integration (Ongoing)*: Deliver the complete, theme-integrated curriculum across all grade levels, ensuring alignment and fidelity.
 - *Comprehensive Support Services (Ongoing)*: Ensure all necessary student support services (SPED, ELL, counseling, interventions) are fully operational and effectively coordinated with district resources.
 - *Extracurricular Program Rollout (As Planned)*: Introduce and manage planned extracurricular activities that align with or enhance the magnet theme.
 - *Mature Assessment & Data Use Systems (Ongoing)*: Fully implement comprehensive assessment strategy; establish strong routines (PLCs, data teams) for regular analysis of multiple data sources to drive instructional adjustments and program improvements.
- **3.3.4 System Optimization and Sustainability:**
 - *Refine Operational Systems (Ongoing)*: Continuously review and improve school-based operational procedures (in alignment with district systems) for efficiency and effectiveness.
 - *Manage Budget for Sustainability (Ongoing)*: Effectively manage the school's budget within district allocations, ensuring long-term financial health and alignment with magnet program priorities.
 - *Embed Continuous Improvement Cycles (Ongoing)*: Formalize processes for using data and feedback to systematically identify areas for improvement, implement changes, and evaluate impact, aligning with district improvement planning.
 - *Strengthen Partnerships (Ongoing)*: Deepen relationships with community partners to enhance the magnet theme and provide opportunities for students.
- **3.3.5 Embedding Culture and Monitoring Performance:**
 - *Deepen School Culture (Ongoing)*: Reinforce the school's mission, vision, values, and magnet theme identity among all stakeholders.
 - *Sustain Stakeholder Engagement (Ongoing)*: Maintain robust two-way communication and engagement with families and the community.
 - *Monitor Performance Against Goals (Ongoing)*: Track progress towards academic, diversity, and magnet-specific goals outlined in the school's plan and district accountability frameworks. Report progress to the district and community as required.

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