

The School District of Palm Beach County

Palm Beach Virtual Franchise



2018-19 Schoolwide Improvement Plan

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Palm Beach Virtual Franchise

9482 MACARTHUR BLVD, Palm Beach Gardens, FL 33403

www.palmbeachvirtual.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	26%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We are committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers (SDPBC Mission Statement).

Provide the school's vision statement.

We envision a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy (SDPBC Vision Statement).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Johnson, Debra	Principal
Davis, Juliana	Assistant Principal
Putre, Heidi	Assistant Principal
Cover, Patrice	School Counselor
Ciotti, Beverly	Teacher, K-12
Sorg, Cynthia	Teacher, K-12
Terribile, Leslie	Teacher, K-12
Mammolito, Sarah	Teacher, K-12
Sittig, Jennifer	Teacher, K-12
Zalecki, Marcy	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Debra Jonson, Principal:

Instructional leadership conduit responsible for the oversight of evaluations, budget, legal, audit, and contract, as well as the review of student data for academically appropriate course placement.

Juliana Davis, Assistant Principal:

Instructional leader responsible for the oversight of professional development, school improvement, and course development. Shared decision making with leadership team regarding professional development needs, school improvement, and course development.

Heidi Putre, Assistant Principal:

Instructional leader regarding Edgenuity blended learning and program monitoring. Shared decision making with leadership team regarding graduation process and program monitoring.

Patrice Cover, Guidance Specialist:

Instructional leader and guidance conduit. Shared decision making in student placement, data monitoring, testing coordination, and school improvement plan.

Leslie Terribile, Lead Teacher 1: Instructional leader in charge of professional development and shared decision making regarding K-12 instruction. Directs the MTSS process as needed for full time student support. Supervises SBT/ Rtl processes, and directs Performance Matters diagnostic assessments to monitor progress.

Beverly Ciotti, Lead Teacher 2:

Coordinates educational events and special events, substitute support, ELL translation, proctored exams, and faculty handbook to promote single school culture.

Cynthia Sorg, Lead Teacher 3 - Instructional leader responsible for monitoring curriculum alignment and best practices including VSA and Educator software best practices, processes, support and training for teachers; report monitoring for students, coordination of support for new virtual teachers, monitor FLVS quality assurance, and academic integrity efforts.

Marcy Zalecki: Professional Development Support Member - Head Homeroom Teacher. Assigns students to homerooms. Monitors and coaches teachers in updating progress reports for students. Shared decision making regarding best practices to monitor student progress and individual goals.

Jennifer Sittg: SAC Co-Chair. Responsible for leading the development of the school improvement plan and SAC meetings. Shared decision making in developing, reporting, and monitoring the school improvement plan based on needs assessment/ analysis. Coordinate and facilitate School Advisory Council meetings. Ensure SIP and SAC compliance and reporting. Shared decision making with professional development team to align professional development with SIP goals.

Sarah Mammolito: SAC Co-Chair. Responsible for leading the development of the school improvement plan and SAC meetings. Shared decision making in developing, reporting, and monitoring the school improvement plan based on needs assessment/ analysis. Coordinate and facilitate School Advisory Council meetings. Ensure SIP and SAC compliance and reporting. Shared decision making with professional development team to align professional development with SIP goals.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Thursday 8/9/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	1	1	0	0	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	1	2	0	1	1	1	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	1	0	1	3	0	5

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	1	2	0	1	1	1	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	1	0	1	3	0	5

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest is math learning gains. The school's math learning gains did increase from 55% in 2017 to 57% in 2018; however, it is the component performed the lowest among learning gains categories. There is an annual trend of Math being the lowest component for learning gains as compared to ELA.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from the prior year was science achievement. In 2017 our science achievement was at 90%; however, it is at 67% in 2018.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap when compared to the state average is our 0% for ELA and Math lowest 25% percentile. The students at Palm Beach Virtual are not in this category based on high levels of achievement.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was Social Studies Achievement. In 2017 86% achievement compared to 2018 100% achievement. This is not a trend.

Describe the actions or changes that led to the improvement in this area.

The actions and changes that led to the improvement in Social Studies Achievement was a concentrated team effort. Deliberate action was taken to provide Civics & US History students with rigorous instructional content and resources for student achievement.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	84%	55%	60%	92%	44%	55%
ELA Learning Gains	63%	56%	57%	73%	52%	54%
ELA Lowest 25th Percentile	0%	51%	52%	0%	49%	49%
Math Achievement	80%	52%	61%	0%	43%	56%
Math Learning Gains	57%	54%	58%	0%	47%	54%
Math Lowest 25th Percentile	0%	49%	52%	0%	42%	48%
Science Achievement	67%	49%	57%	0%	37%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Social Studies Achievement	100%	72%	77%	0%	66%	72%

EWS Indicators as Input Earlier in the Survey														
Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	0 (1)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (2)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (1)	0 (2)	0 (0)	0 (1)	0 (1)	0 (1)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (6)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	0 (0)	0 (1)	0 (3)	0 (0)	0 (5)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	0%	56%	-56%	57%	-57%
	2017	0%	54%	-54%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	0%	58%	-58%	56%	-56%
	2017	0%	57%	-57%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	0%	59%	-59%	55%	-55%
	2017	0%	52%	-52%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2018	0%	53%	-53%	52%	-52%
	2017	0%	54%	-54%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2018	0%	54%	-54%	51%	-51%
	2017	0%	55%	-55%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	0%	60%	-60%	58%	-58%
	2017	90%	56%	34%	55%	35%
Same Grade Comparison		-90%				
Cohort Comparison		0%				
09	2018	0%	56%	-56%	53%	-53%
	2017	0%	54%	-54%	52%	-52%
Same Grade Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-90%				
10	2018	0%	55%	-55%	53%	-53%
	2017	100%	51%	49%	50%	50%
Same Grade Comparison		-100%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	0%	63%	-63%	62%	-62%
	2017	0%	62%	-62%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	0%	63%	-63%	62%	-62%
	2017	0%	64%	-64%	64%	-64%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	0%	66%	-66%	61%	-61%
	2017	0%	61%	-61%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2018	0%	56%	-56%	52%	-52%
	2017	0%	55%	-55%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2018	0%	39%	-39%	54%	-54%
	2017	0%	38%	-38%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	0%	65%	-65%	45%	-45%
	2017	0%	63%	-63%	46%	-46%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	0%	56%	-56%	55%	-55%
	2017					
Cohort Comparison						
08	2018	0%	54%	-54%	50%	-50%
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	67%	-67%	65%	-65%
2017	100%	66%	34%	63%	37%
Compare		-100%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	72%	-72%	71%	-71%
2017	0%	73%	-73%	69%	-69%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	94%	68%	26%	68%	26%
2017	88%	68%	20%	67%	21%
Compare		6%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	62%	-62%	62%	-62%
2017	0%	59%	-59%	60%	-60%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	57%	-57%	56%	-56%
2017	0%	55%	-55%	53%	-53%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	81	56		77	56			100		90	68
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	93	67		80	47		93			100	55

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To improve student learning gains in ELA and Math to support the expectations of Long Term Outcome, High School Readiness.
Rationale	Increase ELA and Math learning gains in relation to high achievement. This area of focus aligns with the District's Strategic Plan to ensure high school readiness.
Intended Outcome	<ul style="list-style-type: none"> - Improve ELA Learning Gains by 5% to be on target for meeting the Long Term Outcome of high school readiness of the District Strategic Plan by 2021. - Improve Math Learning Gains by 5% to be on target for meeting the Long Term Outcome of high school readiness of the District Strategic Plan by 2021.
Point Person	Debra Johnson (debra.johnson.1@palmbeachschools.org)
Action Step	
Description	<p>Pillars of Effective Instruction - Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on ELA & Math learning gains. Our school integrates Single School Culture by following our Student Success Monitoring/Mentoring plan, teaching expected academic behaviors, communicating individually with parents as needed, and monitoring student progress. We instill an appreciation for multicultural diversity by getting to know each of our students and their families as well as through our standards-based curriculum.</p> <ul style="list-style-type: none"> -Students use standards-based curriculum developed and reviewed by a team of curriculum specialists to build knowledge across the content areas. -Students complete discussion based assessments/content conversations to explain, analyze, and reflect on what they have been learning. -When guidance identifies potential for success, students will complete above grade level coursework. -Students are supported through the Student Success Monitoring/Mentoring plan, explicit instruction of behaviors supporting academic success, and relationship building through school involvement opportunities, dynamic lessons and individualized communication.
Person Responsible	Juliana Davis (juliana.davis@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> -Homeroom teachers will monitor students attendance, quality, and quantity of work submitted weekly. -Lead Teacher 1 will organize ELA and Math specific Professional Learning Communities and Professional Development to implement strategies to achieve intended learning gains, including examples of ELA question stems and sharing examples of low, medium, and high achieving student work samples, as well as how to offer support across content areas. -Content teachers will support learning with dynamic live lessons. -School Based RtI Leadership Team (SBT) monitors all students demonstrating challenges in the area of academic readiness or performance at their appropriate grade level.
Person Responsible	Juliana Davis (juliana.davis@palmbeachschools.org)

Activity #2

Title	To maintain 100% graduation rate in alignment with a Long Term Outcome.
Rationale	30% of our students are seniors this school year. We have a high graduation rate and are aiming for a 100% graduation rate this year. This area of focus aligns with the District's Strategic Plan to improve the high school graduation rate.
Intended Outcome	To maintain a Long Term Outcome high school graduation rate of 100% as per the District's Strategic Plan through 2021.
Point Person	Debra Johnson (debra.johnson.1@palmbeachschools.org)

Action Step

Pillars of Effective Instruction - Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on ELA & Math gains. Our school integrates Single School Culture by following our Student Success Monitoring/Mentoring plan, teaching expected academic behaviors, communicating individually with parents as needed, and monitoring student progress. We instill an appreciation for multicultural diversity by getting to know each of our students and their families as well as through our standards-based curriculum.

Description

- Students will continue to be supported through single school culture processes including the homeroom monitoring system and regularly scheduled senior meetings between the guidance department and senior teachers.
- Palm Beach Virtual promotes awareness and encourages all students to consider the advantages of dual enrollment and early admission to college.
- Students and parents are encouraged to participate in junior/senior meetings held semiannually to promote graduation and post secondary education.
- Students and parents are encouraged to participate in the College and Career Night, College Fair, and HIREducation Career Show.
- Students will build relationships with other students through regularly scheduled student meetings, such as Campus Connection and quarterly School Advisory Council meetings.

Person Responsible

Patrice Cover (patrice.cover@palmbeachschools.org)

Plan to Monitor Effectiveness

Description

- Professional Development Member will monitor homeroom teacher's student progress tracking for student success data to identify trends and evidence of teacher contact.
- Homeroom teachers will monitor students attendance, quality, and quantity of work submitted weekly.
- Guidance Specialist will organize biweekly senior meetings to monitor for course progression to ensure students are on track to graduate by May.
- School Based Rtl Leadership Team (SBT) will monitor all students demonstrating challenges in the area of academic readiness or performance at their appropriate grade level.

Person Responsible

Patrice Cover (patrice.cover@palmbeachschools.org)

Part V: Budget

Total:	\$0.00
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