Palm Beach Virtual Franchise

2020-21 Schoolwide Improvement Plan

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Palm Beach Virtual Franchise

9482 MACARTHUR BLVD, Palm Beach Gardens, FL 33403

www.palmbeachvirtual.org

Demographics

Principal: Bradley Henry   Start Date for this Principal: 7/28/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	11%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (75%) 2017-18: A (76%) 2016-17: A (78%) 2015-16: A (81%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 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	40%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Henry, Bradley	Other	Director of Hospital Homebound, Home Education, and Virtual Programs. 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.
Mammolito, Sarah	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.
Terribile, Leslie	Assistant Principal	Edgenuity point of contact. Instructional leader regarding Edgenuity blended learning and program monitoring. Shared decision making with leadership team regarding graduation process and program monitoring.
Ciotti, Beverly	Teacher, K-12	Lead Teacher 2: Instructional leader responsible for VSA support; coordinates educational events and special events, substitute support, ELL translation, proctored exams, district student VSA support. Directs the MTSS process as needed for full time student support. Supervises SBT/ RtI processes, and directs Performance Matters diagnostic assessments to monitor progress.
Sorg, Cynthia	Teacher, K-12	Lead Teacher 3: Instructional leader responsible for monitoring curriculum alignment and best practices with FLVS 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. Professional Development Team: eLearning Contact, Agendas, Attendance, and Points Assessment
Hogan, Jennifer	Teacher, K-12	SAC Co-Chair. Responsible for co-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 the professional development team to align professional development with SIP goals.
Sittig, Jennifer	Teacher, K-12	Professional Development Instructional leader in charge of professional development, shared decision making and implementation as part of the leadership team. Marzano Liaison: PGP support; shared decision making and implementation as part of the professional development team.

Name	Title	Job Duties and Responsibilities
		Professional Learning Community Facilitator: Shared decision making and direction for quarterly PLC meetings. 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 the professional development team to align professional development with SIP goals.
Holley, Janel	School Counselor	Guidance Specialist. Instructional leader and guidance conduit. Shared decision making in student placement, data monitoring, testing coordination, and school improvement plan.
Esopakis, Violet	Teacher, K-12	Lead Teacher 1: Shared decision making regarding K-12 instruction. Head Homeroom Teacher. Design and monitor homeroom support system. Assign 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.

Demographic Information

Principal start date
Sunday 7/28/2019, Bradley Henry

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
16

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Total number of teacher positions allocated to the school
16

Demographic Data

2020-21 Status (per MSID File)	Active
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Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	11	25	12	14	14	16	35	127
Attendance below 90 percent	0	0	0	0	0	0	1	0	0	0	1	0	1	3
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	1	0	1	0	1	1	4
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	3	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Levels 1 & 2 on FY20 ELA 6-12 Local Winter Diagnostics	0	0	0	0	0	0	0	1	1	1	2	0	0	5
Levels 1 & 2 on FY20 Math 6-8 Local Winter Diagnostics	0	0	0	0	0	0	0	0	0	0	0	0	0	
Levels 1 & 2 on FY20 Math 9-12 (Alg. 1 & Geometry) Local Mid-Year Segment Assessment	0	0	0	0	0	0	0	0	0	0	3	3	0	6

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 10/19/2020

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	8	8	5	12	10	19	36	98
Attendance below 90 percent	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	
Course failure in ELA or Math	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	1	3	1	0	5

The number of students with two or more early warning indicators:

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

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	8	8	5	12	10	19	36	98
Attendance below 90 percent	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	
Course failure in ELA or Math	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	1	3	1	0	5

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data
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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	90%	56%	61%	95%	46%	57%
ELA Learning Gains	71%	58%	59%	71%	52%	57%
ELA Lowest 25th Percentile	0%	55%	54%	0%	50%	51%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	69%	53%	62%	73%	43%	58%
Math Learning Gains	44%	55%	59%	55%	48%	56%
Math Lowest 25th Percentile	0%	52%	52%	0%	47%	50%
Science Achievement	80%	45%	56%	90%	41%	53%
Social Studies Achievement	91%	75%	78%	86%	67%	75%

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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	2019					
	2018	0%	56%	-56%	57%	-57%
Cohort Comparison						
04	2019					
	2018	0%	58%	-58%	56%	-56%
Cohort Comparison		0%				
05	2019					
	2018	0%	59%	-59%	55%	-55%
Cohort Comparison		0%				
06	2019	0%	58%	-58%	54%	-54%
	2018	0%	53%	-53%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	53%	-53%	52%	-52%
	2018	0%	54%	-54%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	58%	-58%	56%	-56%
	2018	0%	60%	-60%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	90%	56%	34%	55%	35%
	2018	0%	56%	-56%	53%	-53%
Same Grade Comparison		90%				
Cohort Comparison		90%				
10	2019	80%	54%	26%	53%	27%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018	0%	55%	-55%	53%	-53%
Same Grade Comparison		80%				
Cohort Comparison		80%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019					
	2018	0%	63%	-63%	62%	-62%
Cohort Comparison						
04	2019					
	2018	0%	63%	-63%	62%	-62%
Cohort Comparison		0%				
05	2019					
	2018	0%	66%	-66%	61%	-61%
Cohort Comparison		0%				
06	2019	0%	60%	-60%	55%	-55%
	2018	0%	56%	-56%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	35%	-35%	54%	-54%
	2018	0%	39%	-39%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	64%	-64%	46%	-46%
	2018	0%	65%	-65%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019					
	2018	0%	56%	-56%	55%	-55%
Cohort Comparison						
08	2019	0%	51%	-51%	48%	-48%
	2018	0%	54%	-54%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	69%	6%	67%	8%
2018	0%	67%	-67%	65%	-65%
Compare		75%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	72%	-72%	71%	-71%
2018	0%	72%	-72%	71%	-71%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	89%	69%	20%	70%	19%
2018	94%	68%	26%	68%	26%
Compare		-5%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	64%	-64%	61%	-61%
2018	0%	62%	-62%	62%	-62%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	60%	-60%	57%	-57%
2018	0%	57%	-57%	56%	-56%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	100	85		69	50						
WHT	85	63		68	38					100	57
FRL	86	64		50	30						
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	602
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	76
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

FY19 The lowest-performing component was math learning gains at 44%, below the district and state level and a 13% drop from last year. Factors contributing to this decline were the number of students with a score of 1 or 2 on the Alg 1 and Geo EOC.

FY20 Local Midterm Exam Diagnostic: 59% of Geometry students achieved a 3-5 on the midterm diagnostic. The performance analysis indicates a barrier in Category 2, Circles, Geometric Measurement, and Geometric Properties and Equations. 41% of students either had no gains or had a loss in Math achievement in Geometry as assessed by the local Unit Standards Assessment (USA) in comparison to the Winter Midterm Exam.

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

FY19 Math learning gains had the greatest decline, a 13% drop to 44%. Math achievement dropped 11% to 69%. Factors contributing to this were the number of students with a 1-2 on the Alg 1 and Geo EOC tests.

FY20 Local Midterm Exam Diagnostic, 44% of Algebra 1 students achieved a 3-5. The performance analysis indicates a barrier in Category 1, Algebra and Modeling. 56% of students either had no gains or had a loss in Math achievement in Algebra 1 as assessed by the local Unit Standards Assessments (USAs) in comparison to the Winter Local Midterm Exam.

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

FY19 Greatest gap was an additional 29% above the state in ELA achievement with 90% achievement for ELA. ELA has been a focus within the school. ELA team works closely together and added PBPA diagnostics.

FY20 Local Diagnostic Analysis - Working with math equations is a barrier for students and repetitive practice is needed. To ensure the action step is implemented with fidelity, the Math faculty will provide drill practice with equations. Use Enrichment assignments to ensure students are accessing resources and diagnostics. Retakes, ensure the testing facilitator and teachers have a communication action plan in order to provide remediation instructional support prior to the assessment.

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

-FY19 The data component showing the most improvement is Science achievement with an increase of 13%. The school focused on 8th grade SSA prep. Bio EOC prep is infused in FLVS curriculum.
-FY20 FSA Math 6-8: Increase from 30% to 62% level 5. 100% level 3 and above. (School EDW FSA Local Winter Diagnostic Trend - RTTDA0252). K-12 Grant received in FY20 to provide Math remediation for 6-12 grades. Shared progress expectation calendar and collective efficacy with all students through homeroom. Deeper communication from homeroom when progress issues, especially with math arise. Low 25 ensured support through Homeroom. Low Reading, Math, and Both for teacher awareness. Discussion-based assessments and content conversations as content data chats. Semester data chats conducted via homeroom focused on student goals. Action steps reinforced during Professional Development (District Math Specialist), Support Across Content Areas, and Learning Communities. Professional Development book studies (FY20 Mawi "The 5 Powers of an Educator," FY21 Aguilar "Onward"), Faculty Monday Motivations, and prescriptive feed-forward training. Classroom or Non-Classroom Teacher Evaluation Models as evaluation options. Math faculty hosted Pi Day celebrations and activities for student engagement in March.
-School Grades 2019 Simulation and Actual v02 MH - FY19 Total points Earned 602, FY19 percent of total points 75, Grade 2019 A, FY19 SIM - Percent of Total Points 79, FY19 SIM - Grade 2019 A, FY19 SIM - FY19 Actual Pct. Diff. 5. (The simulation results are from the Florida Department of Education & not a projection of actual results.)

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

FY19 Potential Areas of concern: Math achievement; math learning gains

FY20 As per EWS Part I (D): Math achievement and English Language Arts (ELA) achievement level 1 & 2s are two potential areas of concern as per the FY20 Local Winter Diagnostics and prior course failures for full-time students in these subject areas at this combination 6-12 school.

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

Standards-Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade-level standards, follow pace (scope and sequence), and scaffolds will be put in place to support students who are not yet performing at their grade level. Academic integrity is a school value and adheres to House Bill 7063 Digital Learning Act signed into Law and in effect as of July 1, 2012. Students with academic integrity make academic decisions that prepare them to be productive, ethical, engaged citizens. Our Homeroom Data Check-ins ensure student participation and success. All teachers, including elective teachers, collaborated to ensure program success. Homeroom teachers were assigned to support the students and build relationships with them to motivate and ensure their attendance in order to positively ensure:

1. Increasing students learning achievement in Math allows our students to develop the skills necessary for future success. It is the foundation of higher education and better opportunities. Children who have developed strong math skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic math skills is a tremendous disadvantage. Math not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.

2. Increasing students learning gains in Math helps students think analytically and have better reasoning abilities. Math skills are essential because they help us solve problems and look for solutions, thus allowing our students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary for today.

3. Learning gains & progress for ESSA categorized subgroups (Economically Disadvantaged Students, Hispanic Students, and White Students): we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students. Continue to provide culturally relevant, equity, LGBTQ, social-emotional learning, and subgroup data analysis professional development to faculty and staff.

4. Increasing student engagement by encouraging active learners to have autonomy by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their online live lessons, collaborations, and schoolwide peer to peer events with a "Fully Charged" school theme. This focus will be ongoing and professional growth opportunities will be provided during staff meetings, professional development days, professional learning communities, and at the district level for faculty to encourage and celebrate student engagement. Each full-time student is assigned a homeroom teacher, weekly progress is provided to the parent, monthly meetings, and semester data check-ins are conducted to personalize learning and assist with achievement goals. National Honor Society, National Junior Honor Society, Influencers, Power with Peer Connection opportunities (conative & cognitive skills), volunteering at the district Showcase of Schools & TechConference, Dr. Seuss Day, School Advisory Council, and Spirit Week were a few of the opportunities in FY20 available to students for engagement. FY20 Partnerships with FLVS, Publix, Trader Joe's, Sun-Sentinel Character Counts, Daughters of the

Revolution, Florida Attorney Bar, School-site part-time labs, Grandview Market, Norton Museum, District Teen Parent Program, and Veterans Affairs assisted with student achievement. Students also had opportunities to participate in diverse events focused on Hispanics, African & African-Americans, the Holocaust, Women, & Veterans.

5. Continuing to increase student literacy rates. We have Homeroom Monitoring to review data and provide progress monitoring for all students to have the potential to be successful. We want to be certain all our students are given the opportunity for success.

6. Continuing to increase student graduation rates. Homeroom Monitoring and meeting with senior teacher professional learning community to ensure progress and completion success for college and career readiness. Provide dual enrollment, early admission, advanced placement opportunities, and industry certification courses for students to promote high school acceleration. Offer volunteer, college, career, and FAFSA opportunities to ensure student post-graduate success.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	To ensure progress toward student achievement in Math Achievement to support the expectations of Long Term Outcome, High School Readiness.
Measurable Outcome:	Improve Math Achievement by 6% to reach 75%.
Person responsible for monitoring outcome:	Bradley Henry (brad.henry@palmbeachschools.org)
Evidence-based Strategy:	1. Infuse the standards-based FLVS curated curriculum with asynchronous tools such as Virtual Tutor and Khan Academy and live lessons for enrichment and support. 2. Provide individualized standards-based feedback on written and verbal assessments. 3. Monitor consistent engagement with course material, progress, grades, and weekly activity through homeroom teacher program.
Rationale for Evidence-based Strategy:	1. Supplementing the standards-based FLVS content with support allows the math teacher to provide targeted enrichment lessons and student support. Scaffolded asynchronous tools such as Virtual Tutor and Khan Academy can help to provide differentiated support for all students as needed. 2. Focused standards-based feedback allows for fluid communication between teacher and student so the student has access to all available materials for support. Targeting individualized areas of growth for student achievement allows for resubmission and mastery of standards. 3. By monitoring progress, grades, and weekly activity, the homeroom teacher program ensures active engagement throughout the semester.

Action Steps to Implement

1. Provide resources for teachers and students. Teacher resources are provided via FLVS Dash, course support, and professional development recordings in the faculty Google Classroom. Teachers will analyze formative assessment results to determine areas of need. Provide login instructions for asynchronous tools such as Virtual Tutor and Khan Academy.

2. Professional development on targeted feedback is provided via district initiatives and FLVS Dash. Time is given for implementation, observation, and reflection.

3. Assign all full-time students to a homeroom teacher; monitor progress weekly; assess learning environment based on progress; provide multi-tiered levels of support.

Person Responsible	Sarah Mammolito (sarah.mammolito@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

-Pillars of Effective Instruction - Standards-based, personalized, high expectations, and engaged learning. Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 & District Policy 2.09 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on, but not limited to, math achievement and character development. This includes History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, Sacrifices of Veterans, and the value of Medal of Honor recipients. Palm Beach Virtual School is committed to eliminating race, ethnicity, gender, gender identity, sexual orientation, disability, or socioeconomic status as predictors for academic outcomes, as per Palm Beach County School District's 1.041 Equity Policy. Our school integrates Single School Culture by instilling an appreciation for multicultural diversity by getting to know each of our students and their families as well as through our standards-based curriculum. Our school has a growing population of minority, multi-ethnic, and economically disadvantaged students enrolling in the choice, full-time program.

Homeroom monitoring will be used to address remaining priorities by maintaining students' focus on academic achievement. Teaching as dialogue is personal, instructive, communal, and authentic.

Planning for improvement involves shared decision making, community involvement, needs assessment tools, data-driven results, research-based results, site-based management, technology, student achievement, and consistent surveying of needs first.

Communication is personal, expresses care, and motivation while cultivating relationships. Includes, but is not limited to, email, phone, surveys, continuous conversations, listening to students, providing encouragement, goal setting, keeping accurate records from student communication, personalized feedback, trust-building, monitoring progress.

Communication is communal creating an inclusive learning community. The faculty communicates with the class, discusses activities, facilitates a culturally aware community, promotes an inclusive class environment, and communication with stakeholders. This includes, but is not limited to, live online lessons, class feedback, school updates, student to student interaction, creating relationships, having shared experiences, setting norms, virtual class climate, positive environment, and modeling acceptance. Administrators, counselors, mentors, parents, and conversations with other teachers are involved.

Communication is instructive (multi-modal, adaptive) highlighting the importance of feedback, flexibility, varied learning activities, curriculum, and content development are part of instruction, and clear structure and sequence to learning are provided to students. This included, but it not limited to, grading, rubrics, feedback, ongoing dialogue, opportunities for constant revision, responding to student needs, differentiation, pacing plans, interactive activities, audio/ multimedia/text, individual, group collaborations, test/quizzes/essays, journals, projects, peer review, student achievement/current events/content areas/connection to courses, created/ curated resources and teacher videos, teaching technology, clear directions with standards-based rubrics, tutorials, advanced organizers, multiple points of access, warm language, and student supports.

Communication is authentic incorporating online teaching is quality instruction, incorporating real-world and relevant learning while providing student choice and formality of language. This includes, but is not limited to, teaching is teaching whether face to face or online where similarities, not differences, are at the forefront of instruction. Culminating projects, service learning, peer review, field experiments, connecting student experiences, current events, agency, opportunities to select text or activity, informal and formal language in the online classroom, modeling language, asking students for input, and tone.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

-Pillars of Effective Instruction - Standards-based, personalized, high expectations, and engaged learning. Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 & District Policy 2.09 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on, but not limited to, math achievement and character development.
-Palm Beach County School District Mission and Vision
-Shared Values: H.O.M.E.S. Hope, Opportunity, Mastery, Excel, Social Interaction
-As a Florida Virtual School District Franchise, our beliefs include that every student is unique, so learning should be dynamic, flexible, and engaging. "The student is at the center of every decision we make."

-A district choice for virtual education and an A-rated school since 2014, Palm Beach Virtual School ensures that faculty and staff are supported by leadership that values innovation, growth, and collegiality. Teachers and administrators actively seek ways to engage students creatively and positively.
-Social-Emotional Learning (SEL) has been established in order to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps.
-Monitor the progress of students on a continuous basis and update our Action Plans during Professional Learning Communities (PLC's) and other professional development opportunities. We instill an appreciation for multicultural diversity through the curated standard-based curriculum.
-School-Wide: Shared calendar with live lessons, progress expectations, and events.
-Deeper communication with stakeholders from Homeroom when there are progress issues, especially with math. -Use discussion-based assessments and content conversations as mini data chats.
-Instructional and non-instructional staff are included in school-wide communication.
-Teacher-driven, student-centered digital learning with rigorous and robust content to ensure college and career readiness. Studies are integrated, not isolated.
-Formative and Summative Assessments provide insight not just into student progress but also of instruction and curriculum.

-Students have ownership in their academic success and interact with the instructors on a regular basis getting to know them as individuals. Trust and recognition are built on relationships, strengths, and understanding. Students are likely to work harder for adults when they believe said adults have their best interest.
-Palm Beach Virtual School uses district-provided Character-development programs with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

-Family engagement leads to increased student achievement at all levels. Involved families via our School

Advisory Council impacts student performance, social skills, and post-secondary training.
-Partnerships with families, businesses, and volunteers inform decision making entities such as school advisory council and professional learning communities.
-Palm Beach Virtual School will continue to foster positive relationships with parents, families, and stakeholders through parent engagement meetings that will focus on the holistic needs of students. These meetings will focus on educating parents on the resources that are available to their learners, as well as strategies that can be used to support the learning that takes place in the classroom.
-Students, parents, community, and schools have a shared responsibility for learning.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Math				$245.34
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		120-Classroom Teachers	7004 - Palm Beach Virtual Franchise	School Improvement Funds	270.0	$245.34
			Notes: Funds to be used in accordance with the SAC approved By-Laws.			
					Total:	$245.34