Glades Virtual Franchise

2020-21 Schoolwide Improvement Plan

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Glades Virtual Franchise

400 10TH ST SW, Moore Haven, FL 33471

[no web address on file]

Demographics

Principal: Ronald Boils

Start Date for this Principal: 9/15/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 7-12
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)	80%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Glades 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.](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)
High School 7-12	No	28%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year

Grade

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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.

By providing educational opportunities through MyGlades Virtual school, student's will be engaged with the use of technology and receive the academic and social skills needed to be successful in today's society.

Provide the school's vision statement.

MyGlades Virtual, in partnership with families, will provide a rigorous technology-based education that can be completed in the comfort and safety of each individuals home. This program provides academic skills and social responsibility to prepare today's students for the jobs of tomorrow.

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
Martinez, Joanna	Registrar	Enter students into Skyward
Harris, Janet	Principal	Enroll, schedule and monitor students enrolled.
Cosby, Jennifer	Assistant Principal	Support the prinicpal with enrollment and scheduling of students.

Demographic Information

Principal start date
Tuesday 9/15/2020, Ronald Boils

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.*

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.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active

School Type and Grades Served (per MSID File)	High School 7-12
Primary Service Type (per MSID File)	K-12 General Education
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2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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	1	1	1	9	7	7	14	5	13	7	8	5	8	86
Attendance below 90 percent	0	1	0	0	1	1	1	1	2	2	0	1	3	13
One or more suspensions	0	0	0	0	0	0	1	1	3	1	1	0	2	9
Course failure in ELA	0	0	0	0	0	0	0	0	2	3	0	1	2	8
Course failure in Math	0	0	1	0	1	1	0	1	2	2	0	2	2	12
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	3	3	0	0	1	7
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	1	0	1	4	2	1	1	2	12

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	1	0	2	0	0	1	1	5

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 9/15/2020

Prior Year - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	

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

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

Part II: Needs Assessment/Analysis

School Data
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	0%	0%	56%	0%	0%	53%
ELA Learning Gains	0%	0%	51%	0%	0%	49%
ELA Lowest 25th Percentile	0%	0%	42%	0%	0%	41%
Math Achievement	0%	0%	51%	0%	0%	49%
Math Learning Gains	0%	0%	48%	0%	0%	44%
Math Lowest 25th Percentile	0%	0%	45%	0%	0%	39%
Science Achievement	0%	0%	68%	0%	0%	65%
Social Studies Achievement	0%	0%	73%	0%	0%	70%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	7	8	9	10	11	12	
	(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
07	2019	0%	40%	-40%	52%	-52%
	2018					
Cohort Comparison						
08	2019	0%	37%	-37%	56%	-56%
	2018	0%	46%	-46%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018	0%	36%	-36%	53%	-53%
Cohort Comparison		0%				

				MATH			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	0%	55%	-55%	54%	-54%
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

				SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	0%	25%	-25%	48%	-48%
	2018	0%	39%	-39%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison						

			BIOLOGY EOC			
Year	School	District	School Minus District	State	School Minus State
2019	0%	45%	-45%	67%	-67%
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	51%	-51%	71%	-71%
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	24%	-24%	70%	-70%
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	44%	-44%	61%	-61%
2018	0%	48%	-48%	62%	-62%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	32%	-32%	57%	-57%
2018	0%	47%	-47%	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

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

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

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A

ESSA Federal Index	
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

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.

2018-2019 FSA ELA data shows 51% of students scoring level 3 or higher compared to the district with 46.9% and the state with 57% scoring level 3 or higher.

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

There were less than 10 students enrolled in the prior school year. As a result there is no data to determine if there was a decline.

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.

Our biggest gap when compared with the state average is in ELA.

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

There is not enough data to determine areas that showed improvement.

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

Two potential areas of concern are attendance and course completion.

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

1. Student Attendance
2. Student course completion
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Each year students enroll in courses in Glades Virtual Instruction Program as an alternative to attending a brick and mortar school. Due to COVID-19 there has been a substantial increase in enrollment. Many parents may have never thought to enroll their child in this school if not for health concerns. Our area of focus is to have students successfully complete all courses they have been enrolled in. Students not successfully completing courses could be retained or not meet graduation requirements.
Measurable Outcome:	75% of students will successfully complete all courses in which they are enrolled.
Person responsible for monitoring outcome:	Janet Harris (janet.harris@glades-schools.org)
Evidence-based Strategy:	Weekly enrollment reports will provide data on student progress towards 100% completion of each course.
Rationale for Evidence-based Strategy:	Choosing this strategy will allow the Leadership team to determine which students need to be contacted to discuss the reasons the student is behind or not completing the course. There will be discussion to problem solve those reasons for being behind in the course and how to get back on track.

Action Steps to Implement

Reports will be monitored and parents or students will be called to see what support they need to be successful.

Person Responsible	Janet Harris (janet.harris@glades-schools.org)

Additional Schoolwide Improvement Priorities

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

Only one area of focus was identified.

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.

As a partnership, the district level leadership team will work in unison with the classroom teachers to track student progress. Classroom teachers make weekly contact with students and/or families to share progress of course assignments and percentage of course completion met. Should a student get behind the classroom teacher along with a member of the leadership team will make contact with the student and/or family to problem solve any issues that may arise. The district does have the means to provide technology support and materials students may need in order to successfully complete their coursework and meet class expectations.

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: Student Engagement	$0.00
		Total:	$0.00