The School District of Palm Beach County

Palm Beach Virtual Franchise

2021-22 Schoolwide Improvement Plan

Table of Contents

Palm Beach Virtual Franchise

9482 MACARTHUR BLVD, Palm Beach Gardens, FL 33403

www.palmbeachvirtual.org

Demographics

Principal: Bradley Henry

Start Date for this Principal: 7/1/2019

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	11%
2020-21 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%)
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	
* 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	30%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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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.

The mission of the School District of Palm Beach County is to educate, affirm, and inspire each student in an equity-embedded school system. (SDPBC Mission Statement).

Provide the school's vision statement.

We envision...
The School District of Palm Beach County is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish.
The School District of Palm Beach County will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.
A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued and their physical, emotional, academic, and social needs are met.
...WE SEE YOU.
(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	Position Title	Job Duties and Responsibilities
Henry, Bradley	Director	Director of Hospital Homebound, Home Education, and Virtual Programs. Instructional leadership conduit is 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		Instructional leader is responsible for the franchise oversight and shared decision-making of professional development, school improvement, and course development. Graduation point of contact.
Terribile, Leslie		Edgenuity, K12 Stride/Fueled Ed, & assessment point of contact. Instructional leader regarding Edgenuity blended learning and program monitoring. Shared decision-making with the leadership team in reference to program monitoring.
Holley, Janel		Guidance Specialist. Instructional leader and guidance conduit. Shared decision-making in student placement, data monitoring, testing coordination, and school improvement plan.
Esopakis, Violet		Lead Teacher 1. The instructional leader is responsible for homeroom. Design and monitor the 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.
Ciotti, Beverly		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		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		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

Name	Position Title	Job Duties and Responsibilities
		decision-making with the professional development team to align professional development with SIP goals. Canvas platform administrator.
Sittig, Jennifer		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. 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.
Parker, Graham		The ESE Staffing Coordinator is responsible for scheduling and conducting change of placements and Individual Education Plan (IEP) meetings. Interpreting programs and placements to parents. Assisting with the District, State, and Federal record reviews. Monitoring the District's compliance with rules and regulations.

Demographic Information

Principal start date

Monday 7/1/2019, 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

Total number of students enrolled at the school

170

Identify the number of instructional staff who left the school during the 2020-21 school year.
1

Identify the number of instructional staff who joined the school during the 2021-22 school year.
1

Demographic Data

Early Warning Systems

2021-22

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	24	28	31	18	18	22	29	170
Attendance below 90 percent	0	0	0	0	0	0	2	0	0	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	1	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
FY21 HS ELA Winter Diag Lev 1 & 2	0	0	0	0	0	0	0	0	0	0	4	0	0	4
FY21 MS ELA Winter Diag Lev 1 & 2	0	0	0	0	0	0	0	2	1	0	0	0	0	3
FY21 MS Math Winter Diag Lev 1 & 2	0	0	0	0	0	0	0	1	0	0	0	0	0	1

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	2	0	0	0	1	1	1	5
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
Thursday 7/29/2021

2020-21 - 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	9	19	9	13	13	14	37	114
Attendance below 90 percent	0	0	0	0	0	0	1	0	0	0	0	0	2	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	0	1	1	3
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	0	0	0	0	0	1	1

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	

2020-21 - 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	9	19	9	13	13	14	37	114
Attendance below 90 percent	0	0	0	0	0	0	1	0	0	0	0	0	2	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	0	1	1	3
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	0	0	0	0	0	1	1

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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				90%	56%	61%	84%	55%	60%
ELA Learning Gains				71%	58%	59%	63%	56%	57%
ELA Lowest 25th Percentile					55%	54%		51%	52%
Math Achievement				69%	53%	62%	80%	52%	61%
Math Learning Gains				44%	55%	59%	57%	54%	58%
Math Lowest 25th Percentile					52%	52%		49%	52%
Science Achievement				80%	45%	56%	67%	49%	57%
Social Studies Achievement				91%	75%	78%	100%	72%	77%

Grade Level Data Review - State Assessments
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	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	0%	58%	-58%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	0%	53%	-53%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	58%	-58%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	90%	56%	34%	55%	35%
Cohort Comparison		0%				
10	2021					
	2019	80%	54%	26%	53%	27%
Cohort Comparison		-90%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	0%	60%	-60%	55%	-55%
Cohort Comparison		0%				
07	2021					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	0%	35%	-35%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	64%	-64%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019	0%	51%	-51%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	75%	69%	6%	67%	8%

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	0%	72%	-72%	71%	-71%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	89%	69%	20%	70%	19%

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	0%	64%	-64%	61%	-61%

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	60%	-60%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Education Data Warehouse - ELA Profile (Most Recent) 0036, Math Profile (Most Recent) 0037, Science Profile 0121, Social Studies Profile (Civics & US History) 0545, Graduation Status 0034, Potential Students for at Risk Graduation Rate 0438, Potential Students for College/Post-Secondary Readiness 0440, Student Acceleration Summary 0642, ELA-Math Reporting Categories 0633, Civics-US History Reporting Categories 0634, Performance Matters/Unify - Baseball Card Report for 6-12 Local, State, and National Assessments, Student Item Analysis, & Scoreboard.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	8/100%	4/75%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	8/100%	3/100%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	19/90%	19/95%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	19/95%	7/71%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	NA	NA	17/94%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	8/88%	7/86%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	4/100%	23/83%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	NA	NA	8/88%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	11/100%	9/100%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	10/90%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	NA	NA	3/100%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	12/67%	27/93%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	6/33%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	NA	NA	3/67%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	NA	NA	5/80%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	NA	NA	8/100%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	NA	NA	1/100%
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Subgroup Data Review

2021 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 2019-20**	**C & C Accel 2019-20**
HSP	91	60		91	40					100	46
WHT	93	76		76	58		90	100		97	68
FRL	90									95	39

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	77
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	689
Total Components for the Federal Index	9
Percent Tested	85%

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%	

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%	

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%	

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%	

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%	

Hispanic Students	
Federal Index - Hispanic Students	71
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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%	

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%	

White Students	
Federal Index - White Students	82
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	75
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

- Middle and High School FSA Math Achievement 72% in 2019 to 78% in 2021. 10th Graders have been struggling on the Geometry EOC, but Geometry EOC increased in both the number of students tested and the passage rate. Middle grades math Inverse trend from 2019 to 2021. 6th was higher in 2021, lower in 2019. Reverse for 7th/8th. Decrease in math achievement in males and white students from 2019 to 2021. Increase in math achievement for Hispanic and Mult-Ethnic students. Students with disabilities had 100% math achievement.
- 6-10th Grades English Language Arts (ELA) Achievement 90% in 2019 to 92% in 2021. Consistent high achievement in ELA. Huge increase in test-takers with impressive maintenance of students achieving levels 3-5. A lot of this increase is in high school. Decrease in ELA achievement in males and Hispanic students. Increase in ELA achievement amongst females, white, and multi-ethnic students. 100% ELA achievement for students with disabilities, black students & Asian students.
- Social Sciences Civics and US History EOC Achievement 95% in 2019 to 94% in 2021. Impressive Civics scores over the years.
- Science Achievement (5th grade and Biology EOC) 89% in 2019 to 85% in 2021. 8th grade has improved as compared to prior to 2019, Biology has trended down since PBVS stopped teaching it and students take it with FLVS.
- 2021 47 Students in Graduating Cohort, 43 Graduates, 92% Graduation Rate.
- Increased in the number of students tested overall.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

- Student Grade & Level of Math - 10th graders taking Geometry. The higher the student's grade level, the lower their passing percentage is in recent achievement data.
- Graduation rate last year is lower than expected.
- Science - Biology students need more support.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

- Positive self-view for math students. Students taking a tested math course at a higher grade level, does it affect their achievement? Taking Algebra 1 as a ninth grader in SY20 in brick and mortar with the transition to virtual, did the transition period allow for a weaker foundation for Geometry?
- Biology students need additional support and resources for end of course examination (EOC) preparations. All Palm Beach Virtual Students taking Biology, take it with FLVS.
- School will use data to compare achievement to district brick and mortar students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

- Average math achievement for 2021 was 78%, meeting our SIP goal of increasing by 6 percentage points to reach 75%. Improvement from 2019 to 2021.
- Percentage of students who scored 3 or above showed improvement.
- 8th grade Science scores improved.
- 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 students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary for college and career readiness.
- Continuing to increase student literacy rates through homeroom monitoring to review data and

provide progress updates for all students to have the potential to be successful. We want to be certain all our students are given the opportunity for success.

What were the contributing factors to this improvement? What new actions did your school take in this area?

- Performance Matters Assessments - Use assessments that aligned better with the course itself and not just in the order the district released them/Weekly Wednesday Worksheet Workshops
- Working as a team to keep students engaged with school.
- Professional Learning Communities and mid-year diagnostic review with content area instructors.
- 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 provided drill practice with equations. Used 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.
- Increasing students learning achievement 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.
- Math faculty hosted Pi Day celebrations and activities for student engagement in March.

What strategies will need to be implemented in order to accelerate learning?

- SY19 to SY21 Middle School Students, with schedules, taking high school EOC courses was 5.3% in 2019 to 13.9% in 2021. Total EOCs with a level 3 or higher was 1 in 2019 and 8 in 2021. Percentage of level 3 or better was 100% in 2019 and 160% in 2021.
- SY19 to SY21 Students in high school who completed advanced coursework included are AP, IB, AICE and Dual Enrollment. Student is included in the count if they took the course in grades 9-12, during the school year listed, or before, and earned the credit. In 2019, 38 of total 77 students, 49.4%, had taken and earned advanced course work. In 2021, 36 of total 89 students, 40.4%, had taken and earned advanced course work.
- Continuing to increase student graduation rates. Homeroom Monitoring and meeting with senior teachers in the 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.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

- Deeper communication from homeroom when progress issues arise. Low 25 ensured support through Homeroom. Low Reading, Math, and Both denoted for teacher awareness. Discussion-based assessments and content conversations as content data chats. Semester check-ins are data chats conducted via homeroom focused on student goals.
- Action steps reinforced during Professional Development (District Specialists), Support Across Content Areas, and Learning Communities. Professional Development book studies and prescriptive feed-forward training, with focus on continuous improvement, root-cause analysis, and best practices. Marzano classroom teacher evaluation model is used for professional growth.
- 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.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

- 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 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.
- 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.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Improve Florida Standard Assessment and End of Course Examination math achievement by 2 percentage points from 78% in SY21 to reach 80% math achievement in SY22 based on PBCSD's Strategic Plan Theme 1: Academic Excellence and Overall Well-Being for Every Student, Goal 1: Overall Academic Proficiency.
Measurable Outcome:	If we provide support for resource access to teachers and students; assign and release local and state diagnostics for progress monitoring; analyze results to provide targeted reteach enrichment then students will have increases in math achievement success.
Monitoring:	If we provide login instructions & monitoring for asynchronous tools such as Virtual Tutor and Khan Academy then students will have increases in math achievement success. If we assign all full time students to a homeroom teacher; monitor progress weekly; assess learning environment based on progress; complete individualized semester check-ins to foster student autonomy then students will have increases in math achievement success.
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

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

-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, 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, curated 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.

Delivery of instruction is responsive to the full-time community with a highly structured curriculum and multiple ways to access a variety of activities and opportunities for student choice and experiences by way of the teacher. Faculty is available to students Monday through Friday 8am to 8pm, content is available 24/7. Help guides are provided. Communication is returned in 24 hours or less M-F and feedback is provided on submitted tasks within 48 hours or less M-F. Academic integrity and mastery are the objective for each student; therefore, remediation and reteaching options are provided.

Context matters when creating student opportunities to learn, teaching diverse students, and valuing cultural diversity. In order for this to take place, the program structure is in place with the district mission and vision. Faculty and staff are both socially and culturally aware of the student demographics of the full-time population. Faculty and staff value culture and diversity, which has a positive impact on all full-time district students throughout the county, including both rural and urban areas.

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

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.

-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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

-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.

Part V: Budget

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

1	**III.A.**	**Areas of Focus: Instructional Practice: Math**	**$0.00**
		Total:	**$0.00**