Putnam Virtual Franchise

2021-22 Schoolwide Improvement Plan

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Putnam Virtual Franchise

200 REID ST, Palatka, FL 32177

[no web address on file]

Demographics

Principal: Mary Wood   Start Date for this Principal: 7/1/2021

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: F (26%) 2016-17: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 Putnam 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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Putnam Virtual Franchise

200 REID ST, Palatka, FL 32177

[no web address on file]

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	Yes	44%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	F

School Board Approval

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SIP Authority

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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.

Our mission is to ensure all students are provided with an academically rich and rigorous education through online learning opportunities that meet the needs of today's diverse learners.

Provide the school's vision statement.

The vision of Putnam Virtual School is to be leaders in innovative, online instruction that uses best practices to promote academic excellence and lifelong learning in a student-centered environment.

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
Wood, Mary	Principal	Mary Wood serves as the school administrator for Putnam Virtual School (Franchise). Her duties include: 1. Serving as liaison with NEFEC, our district's My District Virtual School(FLVS) instructional provider. This includes reviewing the contract annually, planning, overseeing, and approving all budgets & expenditures for services related to our virtual school. Additionally, this role involves coordinating with NEFEC's staff to develop procedures and policy related to our district's implementation of the program. 2. Planning, overseeing, and assisting in implementation of all aspects of running a virtual K-12 school: enrollment, scheduling, data monitoring, communication, testing, etc. 3. Supervising PVS staff and collaborating with support service staff: registrar, data clerks, guidance counselors, etc.
Putman, Bonnie	Other	Bonnie Putman serves as the Guidance Counselor/Facilitator for the Putnam Virtual Franchise. Her duties include: Submit District's Signed 7001 NEFEC MDVS contract for the upcoming school year to virtualeducation@fldoe.org by Oct. 1 annually. Section 1002.45 (1)(e), Florida Statutes, requires each school district to provide a copy of each of their Virtual Instruction Program (VIP) contract(s) with Florida Virtual School Full-Time program (FLVS FT) and VIP approved providers for school 7001, and amount paid per student for services procured; complete SIP annually in the Fall at https://www.floridacims.org/ for PVS; complete, document & upload Title 1 Compliance elements and quarterly meetings for PVS annually: CNA, PFEP, School-Parent Compact, etc.; create and update the PVS Handbook annually; create and update PVS documents annually; create and update the PVS application annually; plan, schedule, and create the upcoming year's orientation slideshow; create enrollment folders, to include PVS information, as well as printed Skyward information on academic history, attendance, behavior, IEP, etc. (twice a year); gather application information & contact all applicants to schedule enrollment meetings (twice a year); send communication to applicants regarding enrollment meetings, required paperwork, etc. (twice a year); conduct all enrollment meetings (twice a year); submit records requests for all out of county/ state students. (twice a year); conduct orientation meetings (several times a year); liaison with MDVS on student enrollment; monitor weekly progress, update coursework spreadsheet and send out weekly progress checks; maintain student folders: printing official FLVS documents, updating the coursework spreadsheet, communication with parents/students on withdrawals, final grades, etc., send final grade sheets to the registrar to post on Skyward, and file; assist with posting grades on Skyward; develop & update PVS Website- enhance with additional videos and fillable google forms for registration paperwork and downloadable information; generate daily PVS Canvas Homeroom content and weekly SEL Lessons; communicate on a regular basis with students/ parent using REMIND and CLEVER; serve as administrator when administering PERT to eligible students; serve as proctor when administering PERT to eligible students; serve as Dual Enrollment liaison- eligibility of new applicants & communication with students/parents/PCSD & SJRSC staff; serve as AP liaison- communication with testing office & PJSHS; serve as proctor with AP exams; serve as administrator for FSA & EOC exams; serve as school testing coordinator; check TIDE for students

Name	Position Title	Job Duties and Responsibilities
		and student information including appropriately assigned tests, accommodations, etc.; schedule test dates; disseminate information to families regarding test dates and procedures; prepare test rosters; prepare test materials needed for each test room; prepare test rooms; train personnel in test procedures and test administration/proctoring; make copies of all test documents and store them; liaison with district's technology department; schedule computer maintenance for testing needs; return all required test materials; attend all test trainings of the district; serve as proctor with FSA & EOC retakes and regular testing; identify ESE students and provide IEPs to MDVS; serve as liaison for IEP meetings; conduct 504 plan reviews; assist and attend PVS or HEP evening quarterly Title 1 Events: Senior Night, Career Night for 8th graders, etc.; assist with PVS Semester Review Meetings with Parents/Students; assist with attendance concerns; liaison with district truancy department; review attendance Reports; monitor Truancy letter compliance; document communication regarding attendance with parent, student, data clerk & truancy officer; assist with parent/student mailings; determine eligibility of students based on FSA data, run reports, monitor, and communicate progress in ACHIEVE 3000 (Intensive Reading) & ALEKS (Intensive Math); provide quarterly graduation checks with Seniors; send information regarding testing opportunities, testing waivers, colleges, FAFSA, scholarships, and careers after graduation; review Bright Futures reports and diploma designations for seniors; order diplomas; evaluate transcripts for students coming from out of county, private schools, homeschools, etc.; verify transferred grades are posted in Skyward for middle and high school students, verify grade level for elementary.

Demographic Information

Principal start date
Thursday 7/1/2021, Mary Wood

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.*
0

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
0

Total number of students enrolled at the school
150

Identify the number of instructional staff who left the school during the 2020-21 school year.
0

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

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	5	8	8	7	4	7	10	7	13	10	20	16	14	129
Attendance below 90 percent	0	3	1	4	2	4	5	4	3	2	7	6	5	46
One or more suspensions	0	0	0	1	0	0	1	1	2	0	4	2	1	12
Course failure in ELA	0	0	0	0	0	2	4	4	1	1	6	6	4	28
Course failure in Math	0	0	0	0	0	2	4	7	2	1	3	3	4	26
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	2	4	6	1	7	5	3	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	2	7	5	6	0	0	0	0	21
Number of students with a substantial reading deficiency	0	0	0	0	0	1	1	3	4	1	7	2	3	22

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	1	1	2	2	2	3	1	5	1	2	20

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	1	0	0	0	0	0	1	0	0	1	0	0	3
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	1	0	2

Date this data was collected or last updated
Thursday 9/16/2021

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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	

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	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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	

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	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				50%	68%	61%	29%	57%	60%
ELA Learning Gains				42%	52%	59%	42%	53%	57%
ELA Lowest 25th Percentile					63%	54%		62%	52%
Math Achievement				42%	57%	62%	23%	51%	61%
Math Learning Gains					50%	59%	10%	33%	58%
Math Lowest 25th Percentile					40%	52%		64%	52%
Science Achievement					83%	56%		93%	57%
Social Studies Achievement					93%	78%		92%	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%	42%	-42%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	0%	38%	-38%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	41%	-41%	56%	-56%
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	0%	41%	-41%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	41%	-41%	53%	-53%
Cohort Comparison		0%				

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%	45%	-45%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	0%	33%	-33%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	16%	-16%	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%	14%	-14%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	54%	-54%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	60%	-60%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	51%	-51%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	49%	-49%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	43%	-43%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

NA - PVS progress monitors all course progression weekly by grade and completion percentage.

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

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

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

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

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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

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

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
WHT	43	56		26	9		31	59		86	50
FRL	43	52		44	22		40				

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
WHT	58	50		45							
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	36	50									

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	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	359
Total Components for the Federal Index	8
Percent Tested	92%

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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	45
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Lack of significant achievement & learning gains in both ELA and Mathematics

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

While all data components show need for improvement, ELA and Math Achievement and learning gains are of the utmost concern.
2019 ELA achievement was 50% and 2021 ELA achievement was 42%
2019 ELA learning gains were 42% & 2021 ELA learning gains were 51%
2019 Math achievement was 42% and 2021 Math achievement was 30%
2019 Math learning gains (No score) & 2021 Math learning gains were 10%

Graduation rate is also a significant component of concern at 58% in 2019, but it did rise to 86% in 2021.

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

Despite some of the positives associated with online learning such as working at one's own pace, online learning is not the most effective learning platform for all students. Students who have struggle in a particular subject area or who are lacking in specific skills in a certain subject area may find the online learning platform more challenging than traditional school platforms. Also, due to the nature of the online learning platform, typically as a tool for acceleration, often additional supports are needed for students struggling in a particular subject area. Online learning lends itself to a self-motivated, self-directed learner and often students who need additional supports are unable to make adequate progress based on the format or are unable to garner the skills needed in their particular area of weakness. The trends in graduation rate could be attributed to multiple factors. Past graduation classes for the school have been very small and thus strongly impacted by a change in a small number of participants. Actions that would need to be taken to address these needs for improvement would be utilizing ACHIEVE 3000 for all students who scored a Level 1 on the ELA FSA, as well as ALEKS for Math Level 1 students. We are also hoping to hire tutors.

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

ELA Achievement was the component with the most improvement. 2019 ELA Achievement grew to 50% from 29% in 2018.

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

All ELA Level 1 students were enrolled in Intensive Reading through My District Virtual School or M/J Intensive Language Arts through Odysseyware. All students enrolled in Intensive Reading completed the course.

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

Weekly progress monitoring updates emailed to parents/students/learning coaches. Communication with teachers. Remediation through both ACHIEVE 3000 and ALEKS. Parent engagement is critical to a student's success in this program.

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.

NEFEC will coordinate all professional development to support their teachers. Putnam Virtual School leadership team will seek out professional development regarding supporting parents/students in an online learning environment.

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

Intensive Reading and Math courses provided through both ACHIEVE 3000 and ALEKS; quarterly parent/student meetings; weekly progress monitoring; professional development to improve skills of PVS leadership team; and the hiring of part-time tutors for ELA and Math remediation, including an Algebra boot-camp.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	ELA Learning gains in 2019 were 42%. In 2020, Putnam Virtual School had one student, K-5, score a Level 1 on the FSA ELA; twelve middle school students school a Level 1; and 16 high school students, for a total of 29 Level 1s. As we enter the 2021-22 school year and analyze this year's student's FSA data, we have again 29 students with a level 1 based on last year's FSA data. Reading is a foundational skill and the impact of a deficiency will carry over to all other courses - especially in an virtual learning environment where students must read the majority of the instructions and content.
Measurable Outcome:	Based on the 2022 FSA testing results, we will see an increase in ELA learning gains.
Monitoring:	Weekly progress monitoring updates emailed to parents/students/learning coaches for all students with additional feedback weekly for students who scored a Level 1 on the FSA ELA in 2021. All students who scored a Level 1 on the FSA ELA will take an intensive reading course utilizing ACHIEVE 3000. Parent engagement is critical to a student's success in this program. Parents will be notified of any remediation opportunities through Title 1 funded Remedy tutors.
Person responsible for monitoring outcome:	Bonnie Putman (bputman@my.putnamschools.org)
Evidence-based Strategy:	Based on decades of scientific research, Achieve3000's differentiated instruction for grades K-12 reaches all students at their individual reading levels to accelerate learning and improve high-stakes test performance. Achieve3000 had a statistically significant positive impact on Reading Comprehension when compared to study schools' standard English language arts curricula.
Rationale for Evidence-based Strategy:	Achieve3000 had a statistically significant positive impact on Reading Comprehension when compared to study schools' standard English language arts curricula. Using a model based on differentiated content and instruction, Achieve3000's digital solutions accelerate and deepen learning for all students, especially the most vulnerable. Key Benefits of Achieve3000 Solutions include: accelerate learning growth, promote deeper learning, provide equity and access for all, offer culturally relevant content, designed for maximum flexibility, and deliver proven learning gains.

Action Steps to Implement

Weekly Progress Reports on progress on all courses, but detailed performance feedback for Intensive Reading students utilizing Achieve 3000 program.

Person Responsible [no one identified]

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.

Putnam Virtual School students complete all coursework in the privacy of their home. If students are not demonstrating responsible behavior while on the internet and/or if they are acting in a manner that is disruptive to the learning environment, we will utilize the MTSS process to address any deficiencies. To date, we do not have any students with discipline issues; however, if this issue does arise, we will work through the MTSS process to achieve a successful solution.

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.

Putnam Virtual School provides daily announcements on our CANVAS page, which include words of encouragement and a Social and Emotional Learning (SEL) lesson for the week. Administration also sends communication to parent/students on a weekly basis through email, REMIND, CLEVER, and CANVAS, where we provide coursework updates, as well as opportunities for specific groups of students, i.e. Senior Night, testing opportunities, drug awareness course, etc. Administration provides opportunities for positive social interaction through quarterly meetings, school socials, and college visits.

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

Mary Wood, principal, plans and oversees all quarterly activities/meetings.
Bonnie Putman, school facilitator, communicates with parents/students on a weekly basis, assisting in all aspects of the educational experience with Putnam Virtual School.
Amy Futch, PVS data analyst/registrar, works with parents on enrollment and attendance issues, as well as required documentation.
Janet Cauble, PCSD Career Specialist, provides high school students with vital information regarding graduation, college, financial aid, scholarships, etc.
John Lockhart, PCSD Tech Dept, assists students with distributing/returning district chrome books, as well as troubleshooting when needed.
Stacy Owens, PCSD data clerk, assists PVS students with transcripts and cross-entity courses.
Kristi Richburg, My District Virtual Coordinator, assists PVS administration with MDVS courses, teachers, and the FLVS site.

Nickie Gill/ Renee Hough, Dual Enrollment Specialists, assist our students who qualify for dual enrollment with the application process and registration at SJRSC.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$41,869.25
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	7004 - Putnam Virtual Franchise	Title, I Part A		$39,357.41
			Notes: Supplies to enhance online learning: custom planners, rulers, individual white boards, dry erase markers, pens, markers, notepads, math manipulatives, calculators, etc.			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	7004 - Putnam Virtual Franchise	Title, I Part A		$2,000.00
			Notes: Laptop for PVS staff for use with presentations, open houses, etc.			
	6150	370-Communications	7004 - Putnam Virtual Franchise	Title, I Part A		$511.84
			Notes: Postage to keep parents informed			
					Total:	$41,869.25