

The School District of Palm Beach County

Palm Beach Virtual Franchise



2022-23 Schoolwide Improvement Plan

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Palm Beach Virtual Franchise

9482 MACARTHUR BLVD, Palm Beach Gardens, FL 33403

www.palmbeachvirtual.org

Demographics

Principal: Bradley Henry

Start Date for this Principal: 7/1/2019

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	11%
2021-22 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	2021-22: A (80%) 2018-19: A (75%) 2017-18: A (76%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	11%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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<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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Henry, Bradley	Principal	<p>Director</p> <ul style="list-style-type: none"> * Evaluation, HR, Budget, Legal, Audit & Contract Oversight * Leadership Conduit * Director of Virtual and Home Education Services * Works with leadership to complete tasks required as needed
Mammolito, Sarah	Assistant Principal	<ul style="list-style-type: none"> * AP to FT 7004 students and teachers: supervise, monitor, and evaluate the Franchise teachers and its program. * 7004 and 7006 Enrollment and Operations Oversight * Canvas and Course Development Oversight * FTE Oversight * School Improvement Oversight * Professional Development Oversight * 7004 Billing Reconciliations * Oversee support of new teachers * AP duties
Terribile, Leslie	Assistant Principal	<ul style="list-style-type: none"> * Edgenuity Credit Recovery, Ed Alts, Virtual Tutor (9-12), Blended Learning (8-12) Oversight * K12 (K-5)/EVA (6-12) 7001 Program Monitoring and Oversight * All 7001 Billing Reconciliations * Reviews 7001 students for academically appropriate placement * Testing Oversight * PSAT coordination * AP duties
Holley, Janel	School Counselor	<ul style="list-style-type: none"> * Placement, Counseling, Monitoring of full-time students * Dual enrollment/Bright Futures liaison * State Data Input & Reconciliation * Conduit to School Guidance * Testing Coordination (with Leslie Terribile) * Guidance duties * Supervise Graham Parker (PT ESE) with SBT/Rtl processes * Graduation Oversight
Hogan, Jennifer	Teacher, K-12	<p>Lead Teacher 1</p> <ol style="list-style-type: none"> 1. Lead Canvas support 2. Social media content coordinator 3. Technology liaison 4. Oversee in-person student events (such as monthly in person learning - OLL's) 5. Coordinate substitute support 6. Coordinate proctored exams <p>School Improvement and Advisory Council Co-Chair</p> <ol style="list-style-type: none"> 1. Lead the development of goals for school improvement, involving staff and stakeholders; ensure SIP and SAC compliance and reporting

Name	Position Title	Job Duties and Responsibilities
		2. Prepare, report and monitor the school improvement plan and student achievement data outcomes 3. Coordinate and facilitate School Advisory Council meetings
Sorg, Cynthia	Teacher, K-12	Lead Teacher 2 1. Lead VSA Processes and Best Practices support / training for the teachers 2. Coordinating the support of any teachers new (under 3 years) to virtual, particularly focusing on improvement of process efficiencies and effective communication and feedback with students 3. Building improved quality assurance practices and supporting our teachers with FLVS feedback on QA 4. support improved academic integrity efforts through teacher PD online and at faculty meetings. Professional Development and Learning Communities Team - eLearning Contact ? Upload all PD eligible attendance and sign in sheets ? Assist school staff members with general eLearning issues ? Enroll Participants into PD and PLC courses ? Complete PD and PLC course grading according to timeline ? Liaison with PLC Leader to ensure that appropriate documentation is being retained ? Work with PD Team as requested ? Support New Teacher induction at the school site
Esopakis, Violet	Teacher, K-12	Lead Teacher 3 1. Creates homerooms for FT students 2. Monitors and coaches teachers in updating progress monitoring sheet 3. Monitors and coaches teachers for working with students' individual goals 4. Maintains Homeroom announcement page 5. Sends weekly HR email to parents and students. 6. Prepares monthly HR meeting content. 7. Character Now 8. SEL 9. Oversee Peer Connections
Ciotti, Beverly	Teacher, K-12	Professional Development and Learning Communities Team - Marzano Liaison ? Provide school based support on the Palm Beach

Name	Position Title	Job Duties and Responsibilities
		<p>Model of Instruction</p> <ul style="list-style-type: none"> ? How to support teachers in utilizing standards based research to increase student levels of thinking ? Help staff understand how to use and implement the Learning Map ? Help teachers understand how to use the protocols to support instruction ? Support New Teacher induction at the school site
Sittig, Jennifer	Teacher, K-12	<p>Professional Development and Learning Communities Team - Chair</p> <ul style="list-style-type: none"> ? Work with administration to create high quality professional development opportunities for teachers ? Assist Administration in the development of PD agendas and activities ? Liaison between staff and administration to track needs ? Monitor School Improvement Plan ? Help administration to track implementation of learned processes ? Direct and guide PD team members ? Support New Teacher induction at the school site <p>School Improvement and Advisory Council Co-Chair</p> <ol style="list-style-type: none"> 1. Lead the development of goals for school improvement, involving staff and stakeholders; ensure SIP and SAC compliance and reporting 2. Prepare, report and monitor the school improvement plan and student achievement data outcomes 3. Coordinate and facilitate School Advisory Council meetings
Parker, Graham	Teacher, ESE	<p>The ELL, ESE, & 504 Staffing Coordinator is responsible for scheduling and conducting a change of placement, English Language Learners, Individual Education Plan (IEP), and 504 meetings. Interpreting and communicating about programs, eligibilities, and placements to parents and stakeholders. Assisting with the District, State, and Federal record reviews. Monitoring the District's compliance with rules and regulations.</p>

Demographic Information

Principal start date

Monday 7/1/2019, Bradley Henry

Number of teachers with a 2022 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.*

20

Number of teachers with a 2022 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

20

Total number of students enrolled at the school

103

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

0

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	12	11	16	14	11	10	29	103	
Attendance below 90 percent	0	0	0	0	0	0	0	1	0	2	1	1	4	9	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	2	3	
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	1	0	0	1	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	4	4	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have 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	1	0	3	4

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	1

Date this data was collected or last updated

Tuesday 8/23/2022

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	18	20	30	16	13	21	37	155
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	1	0	0	1
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	1	3
Course failure in ELA	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	3	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	1	1
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	

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	18	20	30	16	13	21	37	155
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	1	0	0	1
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	1	3
Course failure in ELA	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	3	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	1	1
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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	98%	52%	55%				90%	56%	61%
ELA Learning Gains	69%						71%	58%	59%
ELA Lowest 25th Percentile	73%							55%	54%
Math Achievement	88%	45%	42%				69%	53%	62%
Math Learning Gains	68%						44%	55%	59%
Math Lowest 25th Percentile	54%							52%	52%
Science Achievement	94%	48%	54%				80%	45%	56%
Social Studies Achievement	94%	57%	59%				91%	75%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	0%	58%	-58%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	0%	53%	-53%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	58%	-58%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	0%	60%	-60%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	0%	35%	-35%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	64%	-64%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	51%	-51%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	75%	69%	6%	67%	8%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	72%	-72%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	69%	20%	70%	19%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	64%	-64%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	60%	-60%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
HSP	100	89		95	75			91		100	60
WHT	95	65		94	79		94	94	82	100	52
FRL	100	75		78	44			90		100	68
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						

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	80
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	885
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	87
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	84
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	79
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Combination School Matrix

SY19 Math Achievement 69% to SY21 Math Achievement 78%. The Palm Beach Virtual School SY22 Math Achievement Goal was 80%. Palm Beach Virtual School exceeded that goal as a team, in support of our math department, math across the curricula, and professional learning to reach 88% math achievement for SY22.

Math Trends:

- Increase in student enrollment across all math courses from FY19 to FY22.
- Male, SWD, White, Hispanic, and multi-ethnic subgroups all maintained or improved math achievement on FSA.

- Female and Black subgroups show a declining math achievement trend on FSA.
- 7th grade shows a trend of performing below other grade levels on math FSA in FY21 and FY22.
- Subgroup categories are not available for Algebra 1 and Geometry.

ELA Trends:

- Increase in student enrollment across all ELA courses from FY19 to FY22.
- No significant subgroup trends are seen in ELA achievement on FSA.
- ELA achievement continues to increase each year and is and was 96.59% for FY22.

Science Trends:

- Achievement increased to 100% in Biology and 92.9% in FCAT Science in FY22.

Social Studies Trends:

- Civics maintained 94% achievement from FY21 to FY22, down from 100% in FY19.
- US History achievement increased trend from FY19 to FY21 to FY22.

Graduation Trends:

- 100% graduation rate in FY22

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Math achievement:

- Female and Black subgroups show the greatest need for improvement on FSA.
- 7th grade shows the greatest need for improvement on FSA.

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

- Student self-view in minority and 7th-grade students may be a contributing factor in the need for math achievement improvement.
- Support at home for these virtual students may be a contributing factor. If the adult at home is able to understand the virtual school process better, they will be able to provide better support.

Actions needed:

- Build relationships with students for a culture of student achievement for all through Discussion based assessments, forward feedback, and Homeroom, with PLC and PD support.
- Build relationships with families through Homeroom contact, orientation, and specific resources to improve student access to instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

- More students took the Algebra 1 EOC and Geometry EOC in SY22 than in SY21.
- More students earned a mastery score of 3, 4, or 5 on English Language Arts 6-10th grades in SY22 than in SY21.
- Biology achievement increased from 78% in FY19 to 100% in FY22.

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

- Faculty works well together and conferences with students collaborating on ways to assist them.
- Professional Learning Communities and mid-year diagnostic review with content area instructors.
- PD on student engagement infused into monthly faculty meetings.
- PBMI PGP's and observations are used to improve instruction.

- Welcoming and Inclusive Schools badge level 4
- Monitoring student progress
- 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.
- 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?

Use PLC and PD with teachers to support their ability to:

- Maintain constant communication with student/parent.
- Affirm student achievement where they are through forward feedback so they feel supported to reach further.
- Educate students according to B.E.S.T standards.
- Inspire students to accept and take on bigger challenges.
- Continue to increase student graduation rates through 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.

PD will be infused into monthly faculty meetings and offered on the two district-designated PD days in order to build capacity in teachers and clarify effective strategies that focus on the curriculum and rigorous content and products.

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

Educate, Affirm, and Inspire in an Equity Embedded System:

- Test prep for EOC retakes
- In-person learning days (OLL) for students needing extended support.
- Monitor the progress of female and black subgroups along with 7th-grade students.
- Continue Welcoming and Inclusive Professional Development.
- School mascot and theme to promote positive behavior - C.H.I.P - Consistency, Hard Work, Integrity, Personal Drive.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

Area of Focus
Description and
Rationale:
Include a rationale that
explains how it was
identified as a critical
need from the data
reviewed.

If we focus on Instructional Practice specifically relating to Math then we will increase student achievement and ensure alignment with the School District of Palm Beach County's strategic plan. This area of focus directly aligns with our district strategic plan Theme A: Academic Excellence and Growth; Goal 1: Ensure all students engage in teaching and learning that results in academic excellence.

The results of our math achievement, while they have increased, are still 10 percentage points lower than our ELA achievement in FY22. Our ESSA identified subgroups of female and black students have demonstrated a decline over the past three years.

Data Indicates:

- If we provide support for resource access to teachers and students, participate in the course, district, and state progress monitoring, and analyze results to provide targeted reteach enrichment; then student math achievement will increase.
- If we assign all full-time students to a homeroom teacher; monitor progress weekly; assess the learning environment based on progress; complete individualized semester check-ins to foster student autonomy then students will have an increase in math achievement success.

Florida Progress Monitoring and End of Course Examination math achievement will increase by 1 percentage point from 88% in SY22 to reach 89% math achievement in SY23.

Measurable Outcome:
State the specific
measurable outcome
the school plans to
achieve. This should
be a data based,
objective outcome.

Florida Progress Monitoring and End of Course Examination math achievement will increase by 1 percentage point from 88% in SY22 to reach 89% math achievement in SY23.

Monitoring:
Describe how this Area
of Focus will be
monitored for the
desired outcome.

To monitor for the desired outcome we will review homeroom progress, grades, and activity weekly, review student work and teacher feedback, conduct formal and informal observations, monitor PLC attendance and participation and use course, district, and state assessments and progress monitoring data to analyze our outcomes.

Person responsible for
monitoring outcome:

Bradley Henry (brad.henry@palmbeachschools.org)

Evidence-based
Strategy:
Describe the evidence-
based strategy being
implemented for this
Area of Focus.

- Professional Learning Communities (PLC)/Professional Development will ensure teachers are collaborating and effectively focusing on best practices. PD will support the development of teacher expertise and instructional strategies.
- Standards-based FLVS curated curriculum will be taught through asynchronous learning.
- Tools such as Virtual Tutor, Khan Academy, live lessons, course assessments, and district USAs and FSQs will be used for enrichment and support.
- Teachers will provide individualized standards-based feedback on written and

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

verbal assessments.

- Students will be monitored through the homeroom teacher program for consistent engagement with course material, progress, grades, and weekly activity.
- PLCs and PD allow teachers and leadership the opportunity to collaborate, analyze data, and make informed decisions to improve student achievement.
- Supplementing the standards-based FLVS content with support allows the teachers to provide targeted enrichment lessons and student support. Scaffolded asynchronous tools such as Virtual Tutor, Khan Academy, live lessons, and district USAs and FSQs can help to provide differentiated support for all students as needed.
- 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.
- By monitoring progress, grades, and weekly activity, the homeroom teacher program ensures active engagement throughout the semester.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

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

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 the district portal.

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

Assign all full-time students to a homeroom teacher; monitor progress weekly; assess the learning environment based on progress; provide multi-tiered levels of support for all students with and without disabilities (Best Practices for Inclusive Education).

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

#4

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

By following the Palm Beach County School District Mission and Vision to Educate, Affirm, Inspire: our school integrates Single School Culture in sharing our guidelines for success and communicating these expectations to parents and student.

- Face to face orientation and registration, weekly homeroom progress monitoring updates, monthly homeroom meetings, monthly Open Learning Labs on campus, semester check-ins.
- 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 Policies 2.09 & 1.041 (Equity Policy) 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.
- Shared Values: H.O.M.E.S. Hope, Opportunity, Mastery, Excel, Social Interaction
- Welcoming and Inclusive Schools: Level 4
- Mascot (student created and voted) and theme to promote positive behavior: Chip the Charger - C.H.I.P - Consistency, Hard Work, Integrity, Personal Drive.
- 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.
- As per the Best Practices for Inclusive Education (BPIE) Self-Assessment in SY22, 1003.57(f) FL Statute, if Administrators communicate expectations for all personnel to use person-first language and use job interview questions to appraise an applicant's knowledge and beliefs pertaining to inclusive practices, then students will have increases in math achievement success.
- District-provided Social-Emotional Learning (SEL) is followed in homeroom 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) 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 such as Spirit Week.
- 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.
- Professional development and learning communities, and professional growth plans.
- 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 school culture and environment.

- 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.
- National Junior and National Honor Society student and faculty spotlights
- Family engagement leads to increased student achievement at all levels. Involved families via our School

Advisory Council impact 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 staff fosters positive relationships with parents, families, and stakeholders by focusing on the resources that are available to 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.