Putnam County School District

Putnam Virtual Franchise

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2021-22 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	2021-22: B (56%) 2018-19: C (48%) 2017-18: F (26%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 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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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	Yes	41%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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Purpose and Outline of the SIP

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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
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
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 MDVS staff to develop procedures and policy related to our district's implementation of the virtual franchise program. We must 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; 2. Planning, overseeing, and assisting in implementation of all aspects of operating a virtual K-12 school: enrollment, scheduling, data monitoring, communication, testing, completing SIP annually in the Fall at https://www.floridacims.org; as well as overseeing and finalizing T1 documents: CNA, PFEP, Compact, budget, etc. and uploading Title 1 Compliance elements evidence and quarterly T1 meetings. 3. Supervising PVS staff and collaborating with support service staff: registrar, data clerks, guidance counselors, etc. 4. Monitoring and updating PVS website. 5. Monitoring overall student progress toward promotion or graduation. This includes sending and filing required notifications for truancy, and performance deficiency notices (class progress & test score performance). 6. Monitoring remediation strategies and MTSS process and adjusting plans as needed. 7. Communicating with parents regarding opportunities and concerns. (School Messenger System, individual emails and phone calls).
Putman, Bonnie	Other	Bonnie Putman serves as the Facilitator & Guidance Counselor for the Putnam Virtual Franchise. Her duties include: 1. Updating of the PVS Handbook. 2. Updating and creation of PVS enrollment documents and articulating enrollment process. 3. Updating of the PVS online application. 4. Creating upcoming year's orientation slideshow; preparation of enrollment folders, to include PVS information, as well as printed Skyward information on academic history, attendance, behavior, IEP, etc. (twice a year); gathering application information & contact all applicants to schedule enrollment meetings (twice a year); sending communication to applicants regarding enrollment meetings, required paperwork, etc. (twice a year); conducting all enrollment meetings (twice a year); submiting records requests for all out of county/state students. (twice a year); conducting orientation meetings (several times a year); serving as liaison with MDVS on student enrollment; 5. Scheduling students. 6. Monitoring student's weekly progress, updating coursework spreadsheet and

Name	Position Title	Job Duties and Responsibilities
		sending out weekly progress checks. Communication is done via REMIND texting, CLEVER, phone and email. 7. Filing Documentation in student folders: printing official FLVS documents, communication with parents/students on withdrawals, final grades, etc., 8. Communicating grades to be posted to Skyward. (send final grade sheets to the registrar) 9. Assisting with posting grades on Skyward; 10. Updating Online pages: Canvas, PVS Website, and PVS Facebook page. 11. Generating daily PVS Canvas Homeroom content and weekly SEL lessons. 12. Overseeing all aspects of state testing - serving as test coordinator for PVS - FAST & EOCS. This includes: a. management and input of student data and ESE accommodations entry into the TIDE system; b. Creating a testing schedule, training proctors and administrations; c. Disseminating information to families regarding test dates and procedures; d. Serving as proctor: e. Preparing state test materials needed for each test room; preparing test rosters; returning all required test materials; attending all test trainings of the district; preparing test rooms; training personnel in test procedures and test administration/ proctoring; making copies of all test documents and storing them; f. Serving as liaison with district's technology department; schedule computer maintenance for testing needs; 13. Overseeing all aspects PERT administration and communication for national SAT & ACT testing. 13. Serving as dual enrollment liaison with SJRSC and Santa Fe. 14. Serving as College Board/AP Liaison. This includes coordinating with PJSHS for AP testing. 15. Identifying ESE students and providing IEPs to MDVS; serving as LEA representative or guidance counselor for IEP meetings; conducting 504 plan reviews. 16. Attending and presenting at PVS quarterly Title 1 Events: Senior Night, Career Night for 8th graders, etc.; 17. Conducting PVS Semester Review Meetings with Parents/Students; 18. Monitoring 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. 19. Delivering Intervention program. (Intensive Reading) & ALEKS (Intensive Math); 20. Monitoring progress toward graduation - quarterly graduation checks. 21. Communicating National testing opportunities, assisting with testing waivers, college applications, FAFSA, scholarships, career planning, reviewing Bright Futures reports and diploma designations for seniors; ordering diplomas; evaluating transcripts for students coming from out of county, private schools, homeschools, etc.; verifying transferred grades are posted in Skyward for middle and high school students, verifying grade level for elementary.

Demographic Information

Principal start date

Thursday 7/1/2021, Mary Wood

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.*

0

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

0

Total number of students enrolled at the school

66

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.

0

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	3	3	2	2	3	2	7	4	9	10	11	10	66
Attendance below 90 percent	0	2	1	1	1	2	1	5	0	3	4	10	6	36
One or more suspensions	0	0	0	0	0	0	0	1	0	2	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	1	0	2	1	0	1	5
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	0	1	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	0	4	1	3	1	10
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	1	0	2	1	3	0	0	0	8
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	0	4	1	3	1	10

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	1	0	2	0	0	1	2	1	7

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

Date this data was collected or last updated

Thursday 10/13/2022

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	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

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	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

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	52%	38%	55%				50%	68%	61%
ELA Learning Gains	54%						42%	52%	59%
ELA Lowest 25th Percentile								63%	54%
Math Achievement	28%	33%	42%				42%	57%	62%
Math Learning Gains	56%							50%	59%
Math Lowest 25th Percentile								40%	52%
Science Achievement	41%	32%	54%					83%	56%
Social Studies Achievement	84%	42%	59%					93%	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%	42%	-42%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	0%	38%	-38%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	41%	-41%	56%	-56%
Cohort Comparison		0%				

MATH						
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%	45%	-45%	55%	-55%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		0%				
07	2022					
	2019	0%	33%	-33%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	16%	-16%	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%	14%	-14%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	0%	54%	-54%	67%	-67%

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	0%	60%	-60%	71%	-71%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	0%	51%	-51%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	49%	-49%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	43%	-43%	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
BLK	70										
WHT	48	60		28	52		40	75		89	59
FRL	59	57		35	50		40	82		85	64

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							

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	56
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	451
Total Components for the Federal Index	8
Percent Tested	97%

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	70
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	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	
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	56
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	59
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?

Lack of significant achievement in Mathematics was our greatest concern (28).
We also see lack of acceptable achievement in ELA (52).

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

While all data components show need for improvement, Math Achievement, was the greatest concern (28%). Also of concern is the ELA achievement at 52%. Since online learning requires students to read all the content and instructions, reading skills must be strong.
2022 ELA achievement was 52% and ELA Learning Gains were 54%.
2022 Math achievement was 28% and Math Learning Gains were 56%.

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

Online learning lends itself to a self-motivated learner functioning already on grade level. Often students who need additional supports or motivation are unable to garner the skills needed for success. Additionally, when dealing with such small populations, data can be strongly impacted by a few low scores from a small number of participants.
For the 2021-22 school year, we addressed the needs shown in prior year's data by requiring our level 1 students to take an "intensive reading" course. We utilized Achieve 3000 for this intervention. The data from our students participating last year, showed that 51% of those students enrolled in our Achieve 3000-based intensive reading course showed a learning gain on their FSA Reading score. We were not requiring a math remediation course at all for the 2021-22 school year, but we did hire a tutor through our Title 1 funds to provide an online Algebra boot camp remediation program comprised of 4 sessions. Unfortunately, participation was low, since it was not mandatory.

Actions that would need to be taken to bring about improvement are as follows:
1. Continue requiring "Intensive Reading" as an elective for all Level 1 students; but enhance our Reading Remediation with other differentiated strategies and curriculum to supplement Achieve 3000.
2. Add a face to face component to our Reading intervention to allow for teacher student engagement, strategy modeling & rapport-building.
3. Require elective "Intensive Math" for our level 1 Math students. The Intensive Math course will be delivered via online software- ALEKS.

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

There is such disparity between our math achievement and learning gains. We showed the greatest growth in learning gains and the lowest performance on achievement.
This tells us that possibly our students are growing with their math skills, but possibly achievement is still low and in the process of recovery due to some learning loss over the past 2 years with COVID loss of instruction.
2021 ELA achievement was 42% and 2022 ELA achievement was 52% (+10)
2021 ELA learning gains were 51% and 2022 ELA learning gains were 54% (+3)
2021 Math achievement was 30% and 2022 Math achievement was 28% (-2)
2021 Math learning gains were 10% and 2022 Math learning gains were 56% (+46)

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

Math achievement for some students may be up due to the quality and rigor of instruction on FLVS/ MDVS curriculum. Our population changes every year, and many of the students we had last year in Putnam Virtual came from home education where it's possible they didn't receive quality "on grade level" math instruction in prior years. Even our students coming from brick and mortar schools may have entered PVS with gaps in their foundational knowledge that solid curriculum and instruction are starting to fill and repair. Another possible factor for our students is that virtual learning removes all the distractions of social anxiety, bullying, etc. that keep students from being able to focus on curriculum when at a public brick and mortar school. Switching to virtual has provided many students with the freedom to just focus on learning.
In Algebra, participation in our Algebra boot camp may have increased achievement on the Algebra EOC.

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

We are most concerned with increasing achievement in Math and Reading. Our students are growing, but the rate is not fast enough. Many brick and mortar schools have students take both their math/ELA course and a remedial elective to allow more time on task/learning to address achievement issues. We decided to do the same. For the 2022-23 school year, PVS will require all students who were level 1 on FSA Math or an EOC to take a math remedial elective course in addition to their regular math course; AND all PVS students who scored level 1 on FSA ELA last year will take a remedial elective course in addition to their regular ELA course

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 FLVS/MDVS teachers. Putnam Virtual School leadership team will seek out professional development opportunities 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.

Weekly progress monitoring; and the hiring of certified teachers to deliver workshops for parents and remediation to students to grow skills and strategy knowledge and use.

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

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#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.	As we enter the 2022-23 school year and analyze last year's student's FSA data, we identified Math achievement as our greatest focus for improvement due to the score of 28%. Math builds on prior skill. Without repairing and filling the gaps on foundational math skills a deficiency will carry over year after year in math courses.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If PVS requires all students who were level 1 on FSA Math or an EOC to take a math remedial elective course in addition to their regular math course, then by Spring 2023, there will be an increase in Math achievement on the 2023 FSA testing results.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Weekly progress monitoring updates will be emailed to parents/students/learning coaches for all students with additional feedback weekly for students who are enrolled in our remedial "intensive math" course. These students were required to take an intensive math elective due to scoring Level 1 on the FSA Math in 2022. Intensive Math will be delivered online via the ALEKS software. Students must master 5 topics weekly for an A.
Person responsible for monitoring outcome:	Bonnie Putman (bputman@my.putnamschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being	ALEKS had a statistically significant positive impact on math skill acquisition. ALEKS is an online math program designed to accurately and efficiently diagnose each individual student's knowledge and what they're ready to learn. ALEKS provides built in explanations – both text explanation of how to solve as well as a video. Students can independently progress by using the built in help. As the student masters each new topic, the student's progress is shown to them as filling a pie. As each new topic is learned, students are motivated as they progressively fill their ALEKS pie. The ALEKS pie is divided into slices for the various branches of each subject. In ALEKS, students always work at the

implemented for this Area of Focus.	boundaries of their current knowledge. Students are not given math problems they don't have the foundational skills to tackle.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Our district has used ALEKS to grow math proficiency for the past 3 years. Other Florida counties have shared their experiences and data, and all indications are that ALEKS is effective and engaging for students.

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.

Weekly Progress Reports on progress on all courses, but detailed performance feedback for Intensive Math with grading based on topics mastered weekly. Detailed feedback tracks percentage mastery of content across the year.

Person Responsible	Bonnie Putman (bputman@my.putnamschools.org)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	While ELA Achievement last year was not as low as math achievement, there is still a need to improve this area (52%). 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If PVS students who scored level 1 on FSA ELA last year take a remedial elective course in addition to their regular ELA course, then by Spring 2023, there will be an increase in ELA Achievement on the 2023 FSA testing results.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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 2022. All students who scored a Level 1 on the FSA ELA will take an intensive reading course.
Person responsible for monitoring outcome:	Bonnie Putman (bputman@my.putnamschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will utilze Achieve 3000 online software for the core of our remediation. 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. Additionally, we will supplement with face to face, differentiated small group reading instruction with a reading-endorsed, certified teacher.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	While Achieve 3000 is our core, we only had 50% growth using that software alone last year for our intensive reading intervention. Bonnie Putman, our PVS Facilitator is a certified, reading endorsed teacher and will be supplementing with once a week face to face sessions where she can interact, model strategy use and directly engage our students hoping to increase the growth of our level 1 students above 50%.

resources/ criteria used for selecting this strategy.

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.

Plan, Deliver and monitor comprehensive reading intervention program for PVS with weekly progress reports sent to parents and students. The program will have Achieve 3000 as the core and will be supplemented with ACT curriculum and other supplemental aides. There will be a once a week zoom and once a week face to face component to increase effectiveness of Achieve 3000.

Person Responsible Bonnie Putman (bputman@my.putnamschools.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.

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/staff 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/workshops.

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

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.