Palm Beach Virtual Franchise School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Palm Beach Virtual Franchise

9482 MACARTHUR BLVD, Palm Beach Gardens, FL 33403

www.palmbeachvirtual.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Henry, Bradley	Principal	Director * 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	* 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	* 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	* 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/RtI processes * Graduation Oversight
Hogan, Jennifer	Teacher, K-12	Lead Teacher 1 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 School Improvement and Advisory Council Co-Chair 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

Name	Position Title	Job Duties and Responsibilities
		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 Model of Instruction - 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	Professional Development and Learning Communities Team - Chair - Work with administration to create high quality professional development opportunities for teachers - Assist Administration in the development of PD agendas and activities

Name	Position Title	Job Duties and Responsibilities
		- 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
Parker, Graham	Teacher, ESE	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.
McCarthy, Crisi	Teacher, K-12	School Improvement and Advisory Council Co-Chair 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

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP is a "living document" used to review data, set goals, create an action plan, and monitor progress by continually updating, refining, and using the plan to guide our work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.
During School Advisory Council meetings the SIP is reviewed and input for the SIP is provided. Data and background to support the information included in the SIP are presented during the meeting to provide SAC members with a complete picture.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

A variety of monitoring techniques are strategically implemented to ensure fidelity of the SIP goals at the classroom level:
- Data Analysis
- Classroom walks
- Monitoring student progress (attendance)
- Data Chats

- Informal and Formal Observations
- Professional Learning attendance/participation
- Formative/Summative Assessments and Technology

Through the implementation of Professional Learning, the following monitoring techniques are used to monitor student achievement goals:
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration toward shared decision-making
- Supporting professional learning and improvement

The SIP will be reviewed as new data and testing updates are released to ensure continuous improvement of student achievement. Changes to the SIP will be reviewed and approved during regularly scheduled SAC meetings.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	42%
2022-23 Economically Disadvantaged (FRL) Rate	11%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	2	0	2
One or more suspensions	0	0	0	0	0	0	0	0	1	1
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	1	0	11
One or more suspensions	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	4

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	1	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	94	49	53	98	52	55	92		
ELA Learning Gains				69			70		
ELA Lowest 25th Percentile				73			60		
Math Achievement*	92	51	55	88	45	42	78		
Math Learning Gains				68			49		
Math Lowest 25th Percentile				54					
Science Achievement*	91	46	52	94	48	54	86		
Social Studies Achievement*	91	63	68	94	57	59	94		
Middle School Acceleration	67	68	70	90	51	51			
Graduation Rate	100	73	74	100	38	50	98		
College and Career Acceleration	67	39	53	57	62	70	62		
ELP Progress		53	55		64	70			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	86
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	602
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	80

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	885
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	100

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP	86			
MUL				
PAC				
WHT	89			
FRL	89			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP	87			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	84			
FRL	79			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	94			92			91	91	67	100	67	
SWD												
ELL												
AMI												
ASN												
BLK												
HSP	91			91						63	4	
MUL												
PAC												
WHT	92			90			91	90		69	6	
FRL										78	2	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	98	69	73	88	68	54	94	94	90	100	57	
SWD												
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK												
HSP	100	89		95	75			91		100	60	
MUL												
PAC												
WHT	95	65		94	79		94	94	82	100	52	
FRL	100	75		78	44			90		100	68	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	92	70	60	78	49		86	94		98	62	
SWD												
ELL												
AMI												
ASN												
BLK												
HSP	91	60		91	40					100	46	
MUL												
PAC												
WHT	93	76		76	58		90	100		97	68	
FRL	90									95	39	

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	*	50%	*	50%	*
07	2023 - Spring	*	48%	*	47%	*

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	92%	47%	45%	47%	45%
09	2023 - Spring	100%	48%	52%	48%	52%
06	2023 - Spring	*	45%	*	47%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	54%	*	54%	*
07	2023 - Spring	*	36%	*	48%	*
08	2023 - Spring	*	65%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	83%	46%	37%	44%	39%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	48%	44%	50%	42%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	50%	41%	48%	43%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	63%	37%	63%	37%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	65%	*	66%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	62%	31%	63%	30%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data components showing the lowest performance was 6th grade ELA at 75% on PM3 and 6th grade Math at 86% on PM3. Contributing factors include a change in instructional environment to the virtual setting and updated standards, and assessment format.

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

The data component that showed the greatest decline was 6th grade ELA from PM2 to PM3 from 100% to 75%. A contributing factor may have been a change in testing environment. In addition, overall ELA had a 5% decline from FY22 to 94% achievement on PM3.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All data components were above the state average. The closest was Civics with a 78% achievement compared to the state average of 66%.

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

Overall Math showed the most improvement from 88% in FY22 to 93% in FY23. Instructional practice specifically related to math was the area of focus for the FY23 SIP. Professional development included unpacking the standards. Teachers had PM1 and PM2 data available to drive instruction.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

EWS data indicates attendance as a potential area of concern. Attendance is important because virtual curriculum is student driven.

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

- Supporting 6th grade students as they transition into the 7004 virtual environment
- Engaging students to foster forward progress and academic momentum
- Investing in teachers through professional learning to ensure focus on standards based instruction

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In alignment with the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Instructional Priority: Continue the school-wide homeroom system to ensure every student has a positive relationship with at least one adult at school and is recognized for their achievements.

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

90% of students will be on or approaching PGA - Progress, Grade, Activity target weekly.

December 2023 target: 90% of students will successfully complete all coursework by the semester target completion date.

May 2024 target: 100% of students will successfully complete all coursework by the end of year target completion date.

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

- Homeroom teachers will monitor students' PGA - Progress, Grade, Activity weekly to support and foster positive relationships and school culture.

- Teacher lead will monitor weekly to ensure 100% of teachers are completing homeroom monitoring.

- Admin will monitor for positive culture and environment through classroom walkthroughs, school wide homeroom communication review and distribution of resources.

Person responsible for monitoring outcome:

Sarah Mammolito (sarah.mammolito@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Schoolwide Attendance Plan

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Attendance is important because students are more likely to succeed in academics when they participate in learning consistently. Students are more likely to participate in learning consistently when they have a positive relationship with at least one adult at the school and is recognized for their achievements.

The homeroom system allows for monitoring in the virtual environment. The homeroom system will ensure all stakeholders understand the expectations and can collaborate to support all students to be actively engaged in learning.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

100% of teachers will monitor PGA - Progress, Grade, Activity weekly

Person Responsible: Violet Esopakis (violet.esopakis@palmbeachschools.org)

By When: Weekly

Homeroom lead teacher and admin will develop schoolwide meeting content to ensure single school culture.

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

By When: Monthly

Homeroom teachers will host monthly meetings to enhance student belonging and foster positive relationships.

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

By When: Monthly

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment with the District's Strategic Plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment with S.B. 2.09.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels,
including but not limited to:

(g) History of the Holocaust
(h) History of Africans and African Americans
(i) History of Asian Americans & Pacific Islanders
(o) Health Education, Life Skills & Social Media
(q) Hispanic Contributions
(r) Women's Contributions
(t) Civic & Character Education
(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

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

By When: May 2024

Progress review for students demonstrating the need for tiered support using individualized activity data.

Person Responsible: Janel Holley (janel.holley@palmbeachschools.org)

By When: As needed

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If we focus on Instructional Practice specifically relating to Benchmark-aligned Instruction, 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; Objective A1: Ensure all students engage in teaching and learning that results in academic excellence. Instructional Priority: To monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

In reviewing the data, we observed that math achievement increased by 5% and ELA achievement decreased by 5%. We also observed 6th grade ELA achievement was 18% below and 6th grade Math achievement was 8% below the schoolwide achievement level.

Based on this data, we have identified a focus on instructional practice specifically aligned to benchmark-aligned instruction as a crucial need.

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

ELA Progress Monitoring 3 will reach 94% achievement in SY24.

Math Progress Monitoring 3, Algebra 1 EOC and Geometry EOC will average to reach 94% achievement in SY24.

6th grade ELA and math achievement will increase by 5% each to 80% achievement in ELA and 91% achievement in math.

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

We will monitor the Area of Focus through Progress Monitoring 2 performance as compared to Progress Monitoring 1 for improvement in 6-10 ELA and 6-8 Math. EOC teachers will use course assessments to analyze progress.

To monitor for the desired outcome administration will look for benchmark aligned teacher feedback and instruction, conduct formal and informal observations, monitor Professional Learning attendance and participation.

Person responsible for monitoring outcome:

Sarah Mammolito (sarah.mammolito@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- Progress Monitoring and course assessments are used to make data part of an ongoing cycle of instructional improvement.
- Professional Learning will ensure teachers are collaborating and effectively focusing on best practices

and benchmark alignment. PL will support the development of teacher expertise and instructional strategies.
- Benchmark-aligned FLVS Flex curriculum may be enriched with resources such as live lessons, district provided resources, and Khan Academy.
- Teach students to examine their own data and set learning goals through benchmark-aligned feedback and instruction on written and verbal assessments.
- Homeroom program will support students and families in self monitoring their progress and goals.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

- Progress Monitoring and course assessment data allows teachers to differentiate student support and instruction.
- Professional Learning supports the district strategic plan by ensuring all employees have the environment, support, skills, and resources for excellence.
- Supplementing the benchmark-based FLVS content with support allows the teachers to provide targeted enrichment lessons and student support. Scaffolded tools such as Khan Academy, live lessons, and district resources can help to provide differentiated support for all students as needed.
- Focused benchmark aligned teacher feedback and instruction allows for students to have access to all available materials to support their growth and goals. Targeting individualized areas of growth for student achievement allows for resubmission and mastery of content.
- Supporting students and families in self monitoring their progress and goals promotes active engagement throughout the semester.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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 Learning in effective practices in benchmark-aligned instruction is provided via school, district, and FLVS resources.

Person Responsible: Jennifer Sittig (jennifer.sittig@palmbeachschools.org)

By When: April 2024

Encourage and support participation in statewide assessments with a goal of 100% participation.

Person Responsible: Leslie Terribile (leslie.terribile@palmbeachschools.org)

By When: PM1 - September 8, 2023 PM2 - December 22, 2024 PM3 & EOC's - May 30, 2024

Assign all full-time students to a homeroom teacher who will monitor progress weekly to support students and families in self monitoring their progress and goals.

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

By When: Assign by August 25, 2023 Monitor weekly through May 30, 2024

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: Graham Parker (graham.parker@palmbeachschools.org)

By When: April 2024