

Putnam County School District

Putnam Virtual Franchise School



2023-24

Schoolwide Improvement Plan (SIP)

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Putnam Virtual Franchise

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[no web address on file]

School Board Approval

This plan was approved by the Putnam County School Board on 10/17/2023.

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.

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, 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
Wood, Mary	Principal	<p>Mary Wood serves as the school administrator for Putnam Virtual School (Franchise). Her duties include:</p> <ol style="list-style-type: none"> 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. 2. Planning, overseeing, and assisting in implementation of all aspects of operating a virtual K-12 school, including the following areas: enrollment, scheduling, data monitoring, communication, assessments, SIP, SAC, Title 1 (CNA, PFEP, Compact, budget, Meetings, etc.) 3. Supervising PVS Facilitator/teacher and her implementation and delivery of services and interventions. 4. Monitoring and updating PVS website and Facebook page. 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). 7. Communicating with parents regarding opportunities and concerns. (School Messenger System, Rooms messaging, individual emails and phone calls). <p>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;</p>
Putman, Bonnie	Teacher, K-12	<p>Bonnie Putman is a TOSA who serves as the Facilitator & Guidance Counselor for the Putnam Virtual Franchise. Her duties include:</p> <ol style="list-style-type: none"> 1. Updating of the PVS Handbook. 2. Updating and creating PVS enrollment documents as part of the 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); submitting 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 sending out weekly progress checks. Communication is done via Rooms texting,

Name	Position Title	Job Duties and Responsibilities
		<p>CLEVER, phone and email.</p> <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. 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; e. 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.

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.

In the Spring each year, PVS's School Advisory Council meets to begin the CNA and to start early formulation of the School-wide improvement plan for the following year. The School Advisory Council includes all required stakeholders including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and when applicable, business or community leaders. All stakeholders are invited to contribute ideas throughout the process. Ultimately, the SIP is presented at our Open House each August and input sought prior to voting.

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))

The SIP's effectiveness will be monitored throughout the year by PVS staff. Weekly student progress reports drive short term modifications. At the close of Sem I and with PM2 data, school staff along with the School Advisory Council will review and adjust the interventions to better meet the areas of focus.

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	Yes
2022-23 Minority Rate	30%
2022-23 Economically Disadvantaged (FRL) Rate	41%
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)	Black/African American Students (BLK) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C

	2017-18: F
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	1	2	0	0	1	0	1	5
One or more suspensions	0	0	0	1	0	0	0	0	0	1
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	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	1	0	0	1	0	1	3

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	1	0	0	0	0	0	1

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	0
Students retained two or more times	0	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	2	1	1	1	2	1	5	0	36
One or more suspensions	0	0	0	0	0	0	0	1	0	3
Course failure in ELA	0	0	0	0	0	0	0	1	0	5
Course failure in Math	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	1	0	10
Level 1 on statewide Math assessment	0	0	0	0	1	1	0	2	1	8
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	1	0	10

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	1	0	2	0	7

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

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	2	1	1	1	2	1	5	0	13
One or more suspensions	0	0	0	0	0	0	0	1	0	1
Course failure in ELA	0	0	0	0	0	0	0	1	0	1
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	1	0	1
Level 1 on statewide Math assessment	0	0	0	0	1	1	0	2	1	5
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	1	0	1

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	1	0	2	0	3

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

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*	65	38	53	52	38	55	42		
ELA Learning Gains				54			51		
ELA Lowest 25th Percentile									
Math Achievement*	56	34	55	28	33	42	30		
Math Learning Gains				56			10		
Math Lowest 25th Percentile									
Science Achievement*	50	33	52	41	32	54	38		
Social Studies Achievement*	59	47	68	84	42	59	52		
Middle School Acceleration		68	70		41	51			
Graduation Rate	71	90	74	83	32	50	86		
College and Career Acceleration	80	53	53	53	49	70	50		
ELP Progress		51	55		70	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	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	381
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	71

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	451
Total Components for the Federal Index	8
Percent Tested	97
Graduation Rate	83

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				
MUL				
PAC				
WHT	66			

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%
FRL	66			

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	70			
HSP				
MUL				
PAC				
WHT	56			
FRL	59			

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	65			56			50	59		71	80	
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												

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
PAC												
WHT	63			60				60		80	5	
FRL	73			58							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	52	54		28	56		41	84		83	53	
SWD												
ELL												
AMI												
ASN												
BLK	70											
HSP												
MUL												
PAC												
WHT	48	60		28	52		40	75		89	59	
FRL	59	57		35	50		40	82		85	64	

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	42	51		30	10		38	52		86	50	
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	43	56		26	9		31	59		86	50	
FRL	43	52		44	22		40					

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	*	41%	*	50%	*
05	2023 - Spring	*	45%	*	54%	*
07	2023 - Spring	*	36%	*	47%	*
08	2023 - Spring	*	32%	*	47%	*
09	2023 - Spring	*	35%	*	48%	*
04	2023 - Spring	*	44%	*	58%	*
06	2023 - Spring	*	45%	*	47%	*
03	2023 - Spring	*	36%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	60%	*	54%	*
07	2023 - Spring	*	21%	*	48%	*
03	2023 - Spring	*	45%	*	59%	*
04	2023 - Spring	*	51%	*	61%	*
08	2023 - Spring	*	51%	*	55%	*
05	2023 - Spring	*	46%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	15%	*	44%	*
05	2023 - Spring	*	42%	*	51%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	25%	*	50%	*

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	40%	39%	1%	48%	-8%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	45%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	48%	*	66%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	42%	25%	63%	4%

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.

ELA and Math achievement scores were similar. The difference on achievement between the two areas was negligible. Achievement data shows 65% proficiency on ELA and 61% proficiency on Math for School year 2022-23. While these percentages are up from previous years, there are several factors still causing achievement deficits in these areas. Firstly, the nature of online learning itself causes difficulty for many students. While learning from home can have great benefits, many students miss the brick and mortar school benefit of being able to raise their hand and ask the teacher to clarify or re-explain a concept or skill. Secondly, in the area of reading, we found that the majority of the students showing a substantial reading deficit in last year's data were not enrolled in brick and mortar school for the foundational years of K-3. They either previously were homeschooled or were part of virtual schooling in some capacity in the K-3 years. Data seems to indicated that students who came to virtual learning after grade 3, and after already building foundational phonics skills in a face to face environment, were more successful with the transition to virtual.

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

Neither reading or math declined from the previous year. Graduation rate did decline. This decline was an anomaly. Our graduation cohort is extremely small. When only 10-12 students are in a cohort, the data can dip significantly due to variances in student populations from year to year.

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.

No data component had a large gap compared to the state average. PVS FAST Reading average % mastery for school year 2022-23 was 67% and the state average was 50%. PVS 3-8 FAST Math average % mastery was 79% and the state average was 56%. Algebra and Geometry EOC is the sub area of Math where Putnam Virtual has a gap compared to its other Math data, but not necessarily compared to the state. For Algebra I EOC grades 9-12 and Geometry EOC, Putnam Virtual had 37% Mastery overall (33% Algebra, 41% Geometry). The state average on Alg. EOC for 9-12 was 32%. The state average on Geometry EOC was 31%. So relatively, there is no significant gap for Math compared to state averages. Nonetheless, we will continue to require the additional elective to support students showing a math deficit. This strategy worked when we implemented it initially in 2022, so we will continue.

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

Math achievement 3-8 showed the greatest improvement. PVS went from 28% achievement SY22 to 61% achievement for SY23. One of our focus areas in last year's SIP was Math achievement. Our main action/strategy that brought about the increase was requiring a remedial elective for any students who showed a deficit. We utilized ALEKS software to support the elective course.

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

Reading Achievement historically has been an area of concern for all schools in Putnam. While our achievement in Reading last year is currently showing 65% proficiency, it needs to be higher since reading is fundamental for online learning. Graduation Rate is lower than the district average so this is an area we would like to improve.

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

1. Increase Reading Achievement
2. Increase Graduation Rate.

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 Other**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.

PVS is a very small virtual school. We only have 3 subgroups FRL, BLK and WHT - none of which are below the federal index percentage. Our district is however, a Title 1 district. Due to the low-socio-economic level of our community, resources are often limited in the home. EWS data really only shows 3 students in our population with two or more EWS indicators. The predominant EWS indicators for PVS are Level 1 in ELA or Level 1 in Math. The other EWS areas such as attendance, suspensions, and course failures don't effect PVS students due to the nature of online learning and our weekly monitoring communication. Due to our constant monitoring and communication on progress with families, it's hard for our students to fail courses without us identifying the issue early and intervening. Our approach is twofold: 1. Academic intervention to address students with reading or math deficits (level 1) & 2. Education and encouragement surrounding the importance of not only graduating from high school in 4 years or less, but also understanding post-secondary opportunities.

Measurable Outcome:

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

If PVS staff builds relationships with families and works to provide academic remediation, information and resources, PVS students will graduate in the required 4 year window and will be prepared for a successful post-secondary pathway that allows them to meet their potential.

Monitoring:

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

This area of focus can be monitored via graduation rate.

Person responsible for monitoring outcome:

Mary Wood (mwood@my.putnamschools.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.)

N/A

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

N/A

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.

Weekly progress monitoring on coursework and communication with parent and student on needed changes, interventions, etc.

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

By When: Weekly throughout the year.

Provide workshop(s) to high school students that reinforce the importance of high school graduation and post-secondary opportunities.

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

By When: At least 1 workshop by December 2023.

#2. Instructional Practice specifically relating to Intervention

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.

While ELA Achievement was 65%, we still would like to improve in this area. Reading is a foundational skill and the impact of a deficiency will carry over to all other courses (even math)-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 STAR or FAST ELA PM3 last year take a remedial elective course in addition to their regular ELA course, then by PM3 in 2024, there will be an increase in ELA Achievement on the 2024 FAST PM3 test results.

Monitoring:

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

Weekly progress monitoring updates are emailed to parents/students/learning coaches for all students with additional feedback weekly for students who are required to take the ELA Intensive class due to a level 1 score last year. Data chats will be held quarterly as well.

Person responsible for monitoring outcome:

Bonnie Putman (bputman@my.putnamschools.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.)

N/A

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

N/A

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.

Schedule all Level 1 students in supplemental Reading elective and create accounts in MindPlay and Lexia PowerUp Literacy. Share log in steps with student and family.

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

By When: August 10, 2023.

Monitor reading growth from SY24 PM1 to PM2, as well as SY23 PM3 to SY24 PM3.

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

By When: Early Summer 2024.

Weekly progress monitoring in Intensive Reading Class for Level 1 students.

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

By When: Weekly throughout the year.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The draft of the SIP is shared at both our Open House and our Annual Title 1 Parent Meeting in August 2023. Our final SAC meeting in the Spring began the input process as we developed our CNA. Following stakeholder input and revision, the SIP/SWP and budget will be shared with the public and stakeholders in the following methods:

1. Posted to our school website: <https://www.putnamschools.org/o/pvs>
2. Emailed.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We initially start to build positive relationships by involving our stakeholders in the development of Family Engagement Plan. We began drafting modifications and new additions to the plan with our SAC meetings in the Spring. That work continued in August with final input at the August Meetings where all stakeholders are asked to give input and ultimately vote on the plan. Following approval, the plan will be posted on our PVS school website (<https://www.putnamschools.org/o/pvs>) and shared via email. Strategies in the plan are as follows: PVS communicates student's progress weekly via emailed weekly progress reports. Reminders and suggestions are given for ways to assist their child. Since we are a virtual school, we have to work harder to build a sense of community or "school spirit." We work to promote positive school image and positive relationships with students and their families by having a lively Canvas homeroom page with shout outs, celebrations, etc. We have a Facebook page and website to promote a positive image and share student success. Throughout the year we host face to face workshops targeted to different age group/populations. Materials and resources are shared with parents to utilize in the home to address specific needs.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The nature of virtual learning increases learning time and allows for faster pace and coursework variety. Via our FLVS franchise, students can complete courses faster than in a traditional brick and mortar school. Our students also can access a wider variety of courses than might be offered in a brick and mortar school. Via FLVS, our students can access up to 16 different AP courses. Our students can choose from:

4 languages: ASL, Chinese, French, and Spanish;

20 General Electives;

14 CTE Electives.

Additionally, we encourage Dual Enrollment for our students in 11th and 12th grades who qualify.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

In accordance with ESSA Section 118 (b) (2), the methodology used to allocate State and local funds to each school receiving assistance under Title I, Part A ensures that the school receives all the State and local funds it would otherwise receive if it were not receiving Federal funds. The District has a methodology for support, not supplant when allocating State and local funds to each school.

Each school year, the District's Chief Financial Officer assures State and local funds are distributed at an equal level by preparing a report showing comparability across all schools for the allocation of instructional staff. Staff allocations are based on a formula applied consistently so that all schools that are comparable receive allocations in a comparable manner. The report is audited by the State yearly to assure the District meets this mandate.

The funding formula is based on Florida Public Schools Full-time Equivalent (FTE) data. Expenditures of all Federal title funds at the school level are monitored to ensure expenditures supplement the general curriculum and fulfill the intent of grant funding. All expenditures are reviewed by the Federal Programs Office to ensure compliance with applicable Federal and State guidelines.

Additionally, the school leadership team conducts a district unified Comprehensive Needs Assessment (CNA) towards the end of each school year. The CNA reports on how resources including personnel, instruction, and curriculum are aligned to identified needs. Student programming outcomes are monitored both in the CNA and quarterly district-admin data conversations.

Schools implementing CSI, TSI, or ATSI activities may use available funds, including Federal title funds, to support implementation of identified activities in the schoolwide improvement plan.

Federal funding projects are monitored for auditing purposes by the Office of Federal Programs. Audit boxes for each program are maintained and aligned to pertinent work papers and Federal and State guidance.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

PVS staff works closely with parents and students monitoring academic success and overall social-emotional health. Monitoring is conducted and communicated weekly. As topics are covered in our

homeroom lessons, we educate parents and students about all the counseling, mental health, and other support services that are available as a public school student. Additionally, at both Open House in August as well as the individual one on one enrollment meeting, we go over all supports and services that are available and how they can access them.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

PVS staff works to improve student readiness for postsecondary success. We review the annual High School Feedback Report at <http://web05.fldoe.org/readiness/> and analyze strategies to improve success of our students. Working with our partners, we work to expand our offerings of CTE courses, AP and dual enrollment.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Intervention	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No