

Palm Beach Virtual Franchise

7071 GARDEN RD, Riviera Beach, FL 33404

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	No	21%

Alternative/ESE Center	Charter School	Minority
No	No	38%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B		A	B

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We are committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers (SDPBC Mission Statement)

Provide the school's vision statement

We envision a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy (SDPBC Vision Statement).

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The guidance specialist and/or principal individually meets with new families prior to their enrolling as students in Palm Beach Virtual School. This informal meeting allows for informal conversation based on the initial and multi-layered question: "Why are you interested in virtual school?"

Through a thorough welcome call between the teacher and both student and parent, the teacher acquires personal information about the student: academic abilities, extra curricular activities (sports, theater, religion), health issues, and long-term goals. Many teachers create a Google document to remind them of each child's personality. Additionally, teachers have supported students in their extra curricular events by e-mail, texts, or attending performances.

Describe how the school creates an environment where students feel safe and respected before, during and after school

This question does not specifically apply on a daily basis to Palm Beach Virtual School. However, we do adequately staff our office when we anticipate a group of students on campus. Additionally, we provide ID cards to students for security purposes. The staff greets each parent and student and asks for the name is not known.

When clusters of students are on campus for live lessons or testing, the following procedures are in place:

- # Signs are posted so students know where to report.
- # Parents sign in/out their elementary aged children.
- # Students do not leave our office building without parental supervision.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

This question does not specifically apply on a daily basis to Palm Beach Virtual School. However, the teachers do have an established protocol established for online meetings/live lessons.

- * The teachers can monitor students' chat comments.
- * The teachers can require that the students raise their hands before speaking.

* The teachers require that all students participate in collaborative lessons. Any serious infractions that undermine the Technology Acceptable Use Policy for Students are dealt with fairly and consistently according to the District's Student Code of Conduct.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Each teacher has a small group of homeroom students. These are the students that the teachers closely monitor on a weekly basis to see any academic anomalies. When something out of the ordinary occurs, that homeroom teacher makes an initial call or writes an inquiring e-mail to ascertain facts and create more support for their homeroom student. Further, the guidance specialist and ESE coordinator are aware of special situations that require monitoring. Palm Beach Virtual School is staffed with knowledgeable personnel who can provide direction to social services such as through 211, DCF, and mental health related issues.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Teachers, guidance, and administration view the progress of each student on a weekly basis. Students who are behind pace in one or more subjects, are showing poor achievement, or there exists a possibility for lack of communication between students/parents and teachers, are contacted by their homeroom teacher/leader. If a student is absent they would be referred to SBT and assigned a mentor. A Level 1 score would indicate the need for intensive reading/math and possibly after school/ Saturday tutor groups. Students would need to be monitored biweekly or more to ensure adequate progress.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The guidance specialist may be contacted for academic support and guidance. Between the teacher and the guidance specialist, the plan for remediation for an alternative educational setting would be addressed.

1. Homeroom teachers monitor progress of all students.
2. This is reported to all of the students' teachers via e-mail and to the team leader.
3. The team leader reports the concern to the guidance specialist.
4. The guidance specialist contacts the parent, gauges the root of the problem, and creates an action plan.
5. The guidance specialist notifies teachers with recommendations.
6. Recommendations are noted in students' virtual learning management system.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Face to face orientation and parent support sessions are offered to ensure that parents understand both the student and learning coach roles in virtual education. Additionally, the front office staff sends out e-mails and phone reminders of SAC meetings, live tutoring sessions on campus, and targets completions.

Palm Beach Virtual School updates its website for upcoming assessments dates and applicable reviews. The school disseminates upcoming district-wide events to the teachers, who in turn, share with their students and families.

The parents are strongly encouraged to create a parent/guardian account so they can get real time data including percentage of course completed and current grade. Progress reports are sent out two times per month from each class, and there are parent calls from every teacher one time per month. There are periodic field trips and involvement opportunities offered to students and families with the community.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

- _ Find the right partner
 - _ Involve partners from the start
 - _ Share control
 - _ Agree on how to make decisions
 - _ Plan for sustainability
 - _ Evaluate
- Identify school needs.

School staff may initiate collaboration with the community to respond to a recognized need: By thinking, planning, and working together, the individuals and groups that make a community can accomplish goals that neither could achieve alone.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Johnson, Debra	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal - Leadership regarding MTSS processes and final decision-making in collaboration with MTSS.

Guidance - Intake from teachers and own progress monitoring of students in the program to help team determine steps to take for students' successful growth in areas of need.

Support Faculty Member- Input with MTSS on students needing additional support and helping to create plan for such students.

Teacher Members - Report to Team Leaders for dissemination to students' other teachers and to MTSS for decision-making in collaboration with MTSS for further steps to support students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

As this is a small school, all students are closely monitored. The School Based RtI Leadership Team (SBT) is scheduled for monthly meetings to review the progress of students and to review the records and performance of students who are not on pace or making adequate progress in their academic growth. When students demonstrate challenges at their academic level, the student is referred to a school-based team by any member of the faculty. The SBT LEA provides data and records for reference, discussion and to determine next steps. Recommendations are made during the team meeting. The outcomes of the meeting are shared with all faculty and staff involved and with the parent in the form of notes, recommendations and time-specific interventions. Progress monitoring continues at SBT meetings. RtI processes are followed along the continuum of intervention services. The SBT LEA monitors all students demonstrating challenges in the area of academic readiness or performance at their appropriate grade level.

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our Student Success Monitoring/Mentoring plan, teaching expected academic behaviors, communicating individually with parents at least once per month, and monitoring student progress. We update our action plans during our bi-monthly learning team meetings. We instill an appreciation for multicultural diversity by getting to know each of our students and their families as well as through our curriculum, which has been written with cultural sensitivities as a part of its goals. We have structured lessons, and we implement the SwPBS programs.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Cynthia Schaub	Teacher
Talia Fradkin	Student
Susan Fradkin	Parent
Terrance Thomas	Student
Kyleelise Thomas	Parent
Heidi Griffith	Business/Community
Ayesha Fatima	Parent
Yariana Santiago	Student
Christine Bralich	Student
Sebatian E. Alfonso	Student
Juliana Davis	Education Support Employee
Debra Johnson	Principal

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The assistant principal and guidance counselor evaluated last year's plan and goals, eliminated irrelevant ones, and revised ones that should be changed, according to changing needs of a new student population. The teachers also reviewed last year's goals, the new goals, were given the opportunity to add goals, and then to go through the 8-step action plan to consider ideas for barriers and strategies, based on what worked or did not work from last year's plan in their own subject areas.

Development of this school improvement plan

The School Improvement Plan was put together based on identified student needs in all departments and the effectiveness of last year's SIP. Teachers shared their ideas on school-wide goals together and then they met with the principal, assistant principal, and each other to read over and discuss the goals together with any concerns. The principal, assistant principal, and LLT leader reviewed the "draft" SIP to fine-tune, and then disseminated the pdf version to all teachers for either approval or comment for small revisions. Once approved by all teachers, the plan was brought to the SAC for approval.

Preparation of the school's annual budget and plan

The budget is discussed with the SAC at the first meeting following its allocation to the school. After the SAC approves the budget plan, it is prepared for implementation.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The School Advisory Council agreed to use the funds available for student needs including technology support for FARMS families and tutoring for students. They were carry overs from the preceding year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Schaub, Cynthia	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Initiatives for this year will be:

- 1) tutoring in an ongoing capacity;
- 2) providing supplemental elective classes in either critical thinking skills or reading for students at levels 1 or 2;
- 3) professional development of all teachers in reading across the content areas.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

To begin this year, the teachers created collaborative welcome call sessions.

* Any student could attend any session; they did not need to wait for their teachers.

* Teachers emphasized single school culture principles.

Teachers work with, promote and support each other and students on other school-wide projects.

- Photography contests
- Community service
- SAC participation
- Writing and poster contests
- ~ National Honor Society

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Core Teacher Teams with Team Leaders lead and collaborate within disciplines and interdisciplinary activities, recruit teachers with technology experience and high performance in content areas, virtual professional development meetings, and virtual professional learning communities. The person responsible for monitoring is the principal.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Two teams of teachers are each led by one veteran virtual teacher each:

TEAM 1: Beverly Ciotti

TEAM 2: Sarah Mammolito

Teacher teams collaborate and coordinate PD activities and initiatives for continued growth of students in math, science, social studies, reading, writing, career education, STEM, and multicultural education focus.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Section 1002.45, Florida Statutes, requires all school districts to provide virtual instruction programs (VIPs) to eligible district students in grades K-12. Palm Beach Virtual School only contracts with virtual/online courseware providers who have been approved by the Florida Department of Education.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

What attracts some learners to virtual education is the built-in differentiated instruction.

~ Students are able to access the courses at any time.

~ Students may spend extra time reading and absorbing the content; they are not tied to a 50 minute class or 100 minute block to comprehend.

~ Teachers have many resources for students who need additional help. These resources may be content specific websites or teacher created reviews and tutorials.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Teachers provide enrichment through synchronous meetings two or more times per year, additional instruction provided by support faculty on as-needed basis. Students' needs are met according to any IEP/504 plans, and in accordance with the Florida Consent Decree. Core academic teachers all provide students with enrichment through short video clips and snag-it videos, based on their online content. Professional development takes place every two weeks. This includes planning initiatives and bi-weekly collaboration to ensure that all students' needs are being met.

Strategy Rationale

Students who choose online education are well versed in the opportunities provided for individual learning and adaptive pacing.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Johnson, Debra, debra.johnson.1@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Online meetings are audio recorded while teachers and faculty evaluate student rosters for monitoring purposes. All reports by mentoring teachers are recorded in virtual system management systems so that individual teachers may view any student's progress at any time. Once per month, students in need of extra support are recognized and targeted for higher tiered instruction at SBT meetings.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

One strategy is to create a transition program to include activities that will provide incoming students social support activities. This offers students the opportunity to get to know and develop positive relationships with older students and other incoming students. Some of the ways students can learn about high school include visiting the high school in the spring, perhaps to "shadow" a high school student. Attending a presentation by a high school student or panel of students, visiting the high school in the fall for schedule information, and/or attending a fall orientation assembly are also positive ways to transition from one school level to another.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

We encourage our students and parents to participate in the college and career night, College Fair, and HIREducation Career Show. We conduct junior/senior meetings throughout the year and promote postsecondary education.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Virtual courses are set up to engage students. The nature of the assignments lend themselves to express how the learning relates to their own lives. Each month the student and teacher complete a content related Discussion Based Assessment that often becomes self-introspective. Students review their work with the teacher and are pressed to relate their studies to real world examples as a way to show how school relates to their future.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

We encourage our students to take the ACT/SAT in February of their 10th grade year. This sets the students up for dual enrollment classes: 1 in the summer of 10th grade, 2 courses each semester of 11th grade, 1 in the summer between 11th and 12th, and 4 each semester of 12th grade. A high school student could then have 14 college courses taken when they graduate from high school.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

- *Provide students with rigorous course work that is relevant to real life experiences.
- *Create an intensive and interdisciplinary focus on writing and strong word usage skills.
- *Have students work with the guidance counselor in order to create a well-planned graduation plan throughout grades 9-12.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students will integrate textual evidence into writing across curricular areas as necessitated by FSA writing assessment.
- G2.** Writing Across the Curriculum Focus: Every teacher in every course will be teaching the importance of word usage and the writing process. With a majority of students at level 4 or higher, growth will be dependent on pressing for high expectations.
- G3.** Students will be encouraged to communicate their understanding of content area instruction using real world examples.
- G4.** The faculty and staff will build positive relationships with families to keep parents informed of their child's progress.
- G5.** Students will comprehend the link between graduating "college ready" and their initial college courses. The number of college ready juniors and seniors will increase by 10%.
- G6.** Provide an engaging learning environment that develops and educates instructors and staff through scheduled online and face to face meetings where skills learned are put into practice.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Students will integrate textual evidence into writing across curricular areas as necessitated by FSA writing assessment. 1a

G053664

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	85.0

Resources Available to Support the Goal 2

- Edmodo, tutorials, Khan Academy

Targeted Barriers to Achieving the Goal 3

- Students are all different types of learners: visual, kinesthetic, and auditory being the most popular, so some will gravitate to the more collaborative live lessons while others will gravitate to the snag-its; however some students will want to avoid spending extra time learning and just want to get their assignments done. Creating text-based evidence through inferential thinking will not come easy to all students.

Plan to Monitor Progress Toward G1. 8

Evidence of growth should be available by comparison of reading scores to state or district targets (90% proficiency set for PBV).

Person Responsible

Dianne Tetreault


Schedule

On 4/29/2015

Evidence of Completion

Walkthrough, Taped Blackboard Collaborate Sessions.

G2. Writing Across the Curriculum Focus: Every teacher in every course will be teaching the importance of word usage and the writing process. With a majority of students at level 4 or higher, growth will be dependent on pressing for high expectations. 1a

 G053665

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	100.0

Resources Available to Support the Goal 2

- Students will be expected to use a thesaurus, take notes for every lesson, and keep a vocabulary journal for all coursework.

Targeted Barriers to Achieving the Goal 3

- Students may not wish to take notes, they may claim their learning style is just to read the material because it comes easy to them.

Plan to Monitor Progress Toward G2. 8

Student writing scores on assessments and 21st century skills portion of assignment rubrics.

Person Responsible

Juliana Davis

Schedule

Semiannually, from 10/15/2014 to 4/1/2015

Evidence of Completion

Writing scores from fall to winter trend based on state proposed targets and student progress.

G3. Students will be encouraged to communicate their understanding of content area instruction using real world examples. 1a

G053666

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	85.0

Resources Available to Support the Goal 2

- Examples from lessons, practice problems, and assessments.

Targeted Barriers to Achieving the Goal 3

- Intricate math functions may be difficult to apply to everyday life (ie transformations of polynomials) and students may claim that they cannot think of any real world examples.

Plan to Monitor Progress Toward G3. 8

VSA Evidence, Walkthroughs, informal and formal observations

Person Responsible

Juliana Davis

Schedule

Semiannually, from 10/15/2014 to 4/29/2015

Evidence of Completion

DBA notes will indicate students' abilities between DBA1 and DBA8

G4. The faculty and staff will build positive relationships with families to keep parents informed of their child's progress. 1a

G053667

Targets Supported 1b

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	100.0

Resources Available to Support the Goal 2

- Remind, Texting, E-mail, Phonevite, Calling

Targeted Barriers to Achieving the Goal 3

- Lack of parent communication and/or involvement.

Plan to Monitor Progress Toward G4. 8

VSA Entries of DBAs from Month to Month

Person Responsible

Sarah Mammolito

Schedule

Semiannually, from 10/15/2014 to 4/1/2015

Evidence of Completion

Parent Involvement Log Entries Show Resolved under last entry: "Other information".

G5. Students will comprehend the link between graduating "college ready" and their initial college courses. The number of college ready juniors and seniors will increase by 10%. 1a

G053668

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	100.0

Resources Available to Support the Goal 2

- Online tutoring with use of Elluminate and PPT, FCAT Explorer, Practice Tests Face to Face tutoring with practice testing conditions.

Targeted Barriers to Achieving the Goal 3

- Lack of motivation, apathy, ignorance, lack of desire to attend college.

Plan to Monitor Progress Toward G5. 8

Guidance Specialists 1-1 conversations with students and parents

Person Responsible

Janel Holley

Schedule

Semiannually, from 10/15/2014 to 5/1/2015

Evidence of Completion

Conversations noted in VSA by guidance on career choices with seniors and passing grades for students on state and college entrance tests.

Plan to Monitor Progress Toward G5. 8

Person Responsible

Schedule

Evidence of Completion

G6. Provide an engaging learning environment that develops and educates instructors and staff through scheduled online and face to face meetings where skills learned are put into practice. 1a

G053669

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0

Resources Available to Support the Goal 2

- Instructors and staff attend school based online meetings, instructor led new technology training, participate in FLVS new course training, and FVIPN collaborations.
- Help teachers become more effective in virtual school setting.

Targeted Barriers to Achieving the Goal 3

- Lack of available courses that interest instructors- organizational systems.

Plan to Monitor Progress Toward G6. 8

Reflection of teacher will be evident in formal teacher evaluation. Teachers will earn at least 10 professional development points this year. Reflection of effectiveness of PD written into pre-conference form

Person Responsible

Debra Johnson

Schedule

On 4/29/2015

Evidence of Completion

Formal Evaluation

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Students will integrate textual evidence into writing across curricular areas as necessitated by FSA writing assessment. **1**

 G053664

G1.B1 Students are all different types of learners: visual, kinesthetic, and auditory being the most popular, so some will gravitate to the more collaborative live lessons while others will gravitate to the snag-its; however some students will want to avoid spending extra time learning and just want to get their assignments done. Creating text-based evidence through inferential thinking will not come easy to all students. **2**

 B135527

G1.B1.S1 Use Edmodo or other supplemental system to work with students on this skill through practice at creating text-based evidence questions practice and offer feedback. **4**

 S147444

Strategy Rationale

These methods could help students to practice the skill and become better at reading comprehension and help them to become career and college read through better reading and writing skills.

Action Step 1 **5**

1. Get Edmodo Training for teachers.
2. Explain to students and parents what opportunities are available to support their child's learning.
3. Offer badges or extra credit as incentives (or both).
4. Promote Edmodo and/or other supplemental sources for parents.

Person Responsible

Dianne Tetreault

Schedule

Semiannually, from 10/15/2014 to 4/29/2015

Evidence of Completion

Samples of students' work and related teacher intervention.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Walkthrough, Tape Elluminate, Summative, or Formative Assessment

Person Responsible

Debra Johnson

Schedule

On 4/29/2015

Evidence of Completion

Students will show growth between September and May in this skill.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Students will show growth between September and May in this skill.

Person Responsible

Debra Johnson

Schedule

On 4/29/2015

Evidence of Completion

Evidence of growth should be available by comparison of reading scores to state or district targets (90% proficiency set for PBV).

G2. Writing Across the Curriculum Focus: Every teacher in every course will be teaching the importance of word usage and the writing process. With a majority of students at level 4 or higher, growth will be dependent on pressing for high expectations. 1

G053665

G2.B1 Students may not wish to take notes, they may claim their learning style is just to read the material because it comes easy to them. 2

B135528

G2.B1.S1 Every teacher in every course will be teaching the importance of word usage and the writing process. 4

S147445

Strategy Rationale

With a majority of students at level 4 or higher, growth will be dependent on pressing for high expectations.

Action Step 1 5

Include note-taking strategies in Discussion Based Assessments (DBAs), e-mails and/or live lessons to encourage thinking process for writing.

Person Responsible

Sarah Mammolito

Schedule

Semiannually, from 10/15/2014 to 4/29/2015

Evidence of Completion

Virtual School Administrator (VSA) evidence that each teacher is reviewing written work through feedback.

Action Step 2 5

Include probing questions that require text evidence in dbas to encourage thinking process for writing.

Person Responsible

Beverly Ciotti

Schedule

Semiannually, from 10/15/2014 to 4/29/2015

Evidence of Completion

Sample Student Work, Elluminate of Live Lessons logged in VSA.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

VSA evidence that each teacher is reviewing written work through feedback.

Person Responsible

Debra Johnson

Schedule

Semiannually, from 10/22/2014 to 4/29/2015

Evidence of Completion

Feedback in Educator

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Evidence of attention to student writing samples in dbas.

Person Responsible

Debra Johnson

Schedule

Semiannually, from 10/22/2014 to 4/29/2015

Evidence of Completion

VSA Entries of DBAs

G3. Students will be encouraged to communicate their understanding of content area instruction using real world examples. 1

G053666

G3.B1 Intricate math functions may be difficult to apply to everyday life (ie transformations of polynomials) and students may claim that they cannot think of any real world examples. 2

B135529

G3.B1.S1 Monitor submitted work for comprehension of math concepts and possible connections to the real-world. Include note-taking guide for the next lesson in feedback. 4

S147446

Strategy Rationale

Taking notes will help students, so including a note-taking guide in feedback could prove helpful in tough situations such as this one.

Action Step 1 5

Give a personal example. Do during each DBA.

Person Responsible

Juliana Davis

Schedule

Semiannually, from 10/15/2014 to 4/22/2015

Evidence of Completion

Summative and/or Formative evidence of strategy.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

A log of DBA's will be kept in student grades and in VSA.

Person Responsible

Schedule

On 4/29/2015

Evidence of Completion

VSA documentation.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

DBA Notes Will Indicate Students' Abilities between DBA1 and DBA8

Person Responsible

Debra Johnson

Schedule

Semiannually, from 10/22/2014 to 4/29/2015

Evidence of Completion

VSA Evidence, Walkthroughs, Summative, Formative

G4. The faculty and staff will build positive relationships with families to keep parents informed of their child's progress. 1

 G053667

G4.B1 Lack of parent communication and/or involvement. 2

 B135530

G4.B1.S1 Use tracking tool from virtual system (vsa) and log when parents have issues in main sharing space and also cc all teachers from monthly calls. 4

 S147447

Strategy Rationale

The time we get to speak to uninvolved parents is precious. Maybe not all teachers can reach them, but if one does, taking extra time to share the call, the issues of the parent, and guiding them through guardian account set-up can be very helpful towards ensuring the student gets the best parent support possible.

Action Step 1 5

Make a note to try every means to get to that unavailable parent; 1) call data processor for multiple phone numbers; 2) ask other teachers if they have a rapport with that parent; 3) get to the root of the problem; 4) document in vsa and ON vsa so guidance specialist can see it quickly during a phone call; 5) share button on vsa documentation with all teachers; 6) guide parent through parent account to ensure monitoring of student happens.

Person Responsible

Beverly Ciotti

Schedule

Semiannually, from 10/15/2014 to 5/29/2015

Evidence of Completion

VSA Entries of DBAs from month to month (checked quarterly)

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Informal Walkthroughs of VSA Entries of DBAs from Month to Month

Person Responsible

Debra Johnson

Schedule

Quarterly, from 8/19/2014 to 4/29/2015

Evidence of Completion

VSA log of hard to reach parents checked against vsa records by teachers.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Notation of problems contacting parents and efforts made in vsa.

Person Responsible

Debra Johnson

Schedule

Monthly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Parent Involvement Logs Updated

G5. Students will comprehend the link between graduating "college ready" and their initial college courses. The number of college ready juniors and seniors will increase by 10%. 1

G053668

G5.B1 Lack of motivation, apathy, ignorance, lack of desire to attend college. 2

B135531

G5.B1.S1 All students will be encouraged to partake in at least some of the FCAT tutorial sessions offered through parent phone call encouragement, data based assessment encouragement, emails, and reminders in the courses themselves. 4

S147448

Strategy Rationale

Action Step 1 5

1 on 1 with seniors to discuss their options.

Person Responsible

Janel Holley

Schedule

Semiannually, from 10/15/2014 to 4/30/2015

Evidence of Completion

Audio-taping of online sessions. Informal walkthroughs of face to face sessions.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

VSA Walkthroughs

Person Responsible

Debra Johnson

Schedule

On 4/30/2015

Evidence of Completion

Evidence of tutorial offerings, parent communication of options, logged calls.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Walkthroughs of online tutoring/prep sessions, in which all students are mastering the content.
Walkthroughs of face to face sessions, in which all students are mastering the content.

Person Responsible

Debra Johnson

Schedule

On 4/30/2015


Evidence of Completion

VSA logged calls, parent communication, formal evaluations of sessions.

G6. Provide an engaging learning environment that develops and educates instructors and staff through scheduled online and face to face meetings where skills learned are put into practice. 1

 G053669

G6.B1 Lack of available courses that interest instructors- organizational systems. 2

 B135532

G6.B1.S1 Teachers and staff attend school based online meetings, instructor led new technology training, participate in FLVS new course training, and FVIPN collaborations, depending on individual PD needs.. 4

 S147449

Strategy Rationale

Action Step 1 5

Teachers and staff attend school based online meetings, instructor led new technology training, participate in FLVS new course training, and FVIPN collaborations.

Person Responsible

Debra Johnson

Schedule

Semiannually, from 10/15/2014 to 4/29/2015

Evidence of Completion

Formal Pre-Conference Form

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Reflection of effectiveness of PD written into pre-conference form

Person Responsible

Debra Johnson

Schedule

On 4/29/2015

Evidence of Completion

Preconference form filled out with informatiaon on PD.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Reflection of effectiveness of PD written into pre-conference form

Person Responsible

Debra Johnson

Schedule

On 4/29/2015

Evidence of Completion

PD Point Report Shows 10 Points Added for FY 15

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	1. Get Edmodo Training for teachers. 2. Explain to students and parents what opportunities are available to support their child's learning. 3. Offer badges or extra credit as incentives (or both). 4. Promote Edmodo and/or other supplemental sources for parents.	Tetreault, Dianne	10/15/2014	Samples of students' work and related teacher intervention.	4/29/2015 semiannually
G2.B1.S1.A1	Include note-taking strategies in Discussion Based Assessments (DBAs), e-mails and/or live lessons to encourage thinking process for writing.	Mammolito, Sarah	10/15/2014	Virtual School Administrator (VSA) evidence that each teacher is reviewing written work through feedback.	4/29/2015 semiannually
G3.B1.S1.A1	Give a personal example. Do during each DBA.	Davis, Juliana	10/15/2014	Summative and/or Formative evidence of strategy.	4/22/2015 semiannually
G4.B1.S1.A1	Make a note to try every means to get to that unavailable parent; 1) call data processor for multiple phone numbers; 2) ask other teachers if they have a	Ciotti, Beverly	10/15/2014	VSA Entries of DBAs from month to month (checked quarterly)	5/29/2015 semiannually

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Palm Beach Virtual Franchise

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	rapport with that parent; 3) get to the root of the problem; 4) document in vsa and ON vsa so guidance specialist can see it quickly during a phone call; 5) share button on vsa documentation with all teachers; 6) guide parent through parent account to ensure monitoring of student happens.				
G5.B1.S1.A1	1 on 1 with seniors to discuss their options.	Holley, Janel	10/15/2014	Audio-taping of online sessions. Informal wakthroughs of face to face sessions.	4/30/2015 semiannually
G6.B1.S1.A1	Teachers and staff attend school based online meetings, instructor led new technology training, participate in FLVS new course training, and FVIPN collaborations.	Johnson, Debra	10/15/2014	Formal Pre-Conference Form	4/29/2015 semiannually
G2.B1.S1.A2	Include probing questions that require text evidence in dbas to encourage thinking process for writing.	Ciotti, Beverly	10/15/2014	Sample Student Work, Elluminate of Live Lessons logged in VSA.	4/29/2015 semiannually
G1.MA1	Evidence of growth should be available by comparison of reading scores to state or district targets (90% proficiency set for PBV).	Tetreault, Dianne	10/15/2014	Walkthrough, Taped Blackboard Collaborate Sessions.	4/29/2015 one-time
G1.B1.S1.MA1	Students will show growth between September and May in this skill.	Johnson, Debra	9/22/2014	Evidence of growth should be available by comparison of reading scores to state or district targets (90% proficiency set for PBV).	4/29/2015 one-time
G1.B1.S1.MA1	Walkthrough, Tape Elluminate, Summative, or Formative Assessment	Johnson, Debra	10/22/2014	Students will show growth between September and May in this skill.	4/29/2015 one-time
G2.MA1	Student writing scores on assessments and 21st century skills portion of assignment rubrics.	Davis, Juliana	10/15/2014	Writing scores from fall to winter trend based on state proposed targets and student progress.	4/1/2015 semiannually
G2.B1.S1.MA1	Evidence of attention to student writing samples in dbas.	Johnson, Debra	10/22/2014	VSA Entries of DBAs	4/29/2015 semiannually
G2.B1.S1.MA1	VSA evidence that each teacher is reviewing written work through feedback.	Johnson, Debra	10/22/2014	Feedback in Educator	4/29/2015 semiannually
G3.MA1	VSA Evidence, Walkthroughs, informal and formal observations	Davis, Juliana	10/15/2014	DBA notes will indicate students' abilities between DBA1 and DBA8	4/29/2015 semiannually
G3.B1.S1.MA1	DBA Notes Will Indicate Students' Abilities between DBA1 and DBA8	Johnson, Debra	10/22/2014	VSA Evidence, Walkthroughs, Summative, Formative	4/29/2015 semiannually
G3.B1.S1.MA1	A log of DBA's will be kept in student grades and in VSA.		9/22/2014	VSA documentation.	4/29/2015 one-time
G4.MA1	VSA Entries of DBAs from Month to Month	Mammolito, Sarah	10/15/2014	Parent Involvement Log Entries Show Resolved under last entry: "Other information".	4/1/2015 semiannually
G4.B1.S1.MA1	Notation of problems contacting parents and efforts made in vsa.	Johnson, Debra	8/19/2014	Parent Involvement Logs Updated	5/29/2015 monthly
G4.B1.S1.MA1	Informal Walkthroughs of VSA Entries of DBAs from Month to Month	Johnson, Debra	8/19/2014	VSA log of hard to reach parents checked against vsa records by teachers.	4/29/2015 quarterly
G5.MA1	Guidance Specialists 1-1 conversations with students and parents	Holley, Janel	10/15/2014	Conversations noted in VSA by guidance on career choices with seniors and passing grades for students on state and college entrance tests.	5/1/2015 semiannually
G5.MA2	[no content entered]			one-time	
G5.B1.S1.MA1	Walkthroughs of online tutoring/prep sessions, in which all students are mastering the content. Walkthroughs of	Johnson, Debra	10/15/2014	VSA logged calls, parent communication, formal evaluations of sessions.	4/30/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	face to face sessions, in which all students are mastering the content.				
G5.B1.S1.MA1	VSA Walkthroughs	Johnson, Debra	1/6/2015	Evidence of tutorial offerings, parent communication of options, logged calls.	4/30/2015 one-time
G6.MA1	Reflection of teacher will be evident in formal teacher evaluation. Teachers will earn at least 10 professional development points this year. Reflection of effectiveness of PD written into pre-conference form	Johnson, Debra	1/5/2015	Formal Evaluation	4/29/2015 one-time
G6.B1.S1.MA1	Reflection of effectiveness of PD written into pre-conference form	Johnson, Debra	1/1/2015	PD Point Report Shows 10 Points Added for FY 15	4/29/2015 one-time
G6.B1.S1.MA1	Reflection of effectiveness of PD written into pre-conference form	Johnson, Debra	1/1/2015	Preconference form filled out with informatiaon on PD.	4/29/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Students will integrate textual evidence into writing across curricular areas as necessitated by FSA writing assessment.

G1.B1 Students are all different types of learners: visual, kinesthetic, and auditory being the most popular, so some will gravitate to the more collaborative live lessons while others will gravitate to the snag-its; however some students will want to avoid spending extra time learning and just want to get their assignments done. Creating text-based evidence through inferential thinking will not come easy to all students.

G1.B1.S1 Use Edmodo or other supplemental system to work with students on this skill through practice at creating text-based evidence questions practice and offer feedback.

PD Opportunity 1

1. Get Edmodo Training for teachers. 2. Explain to students and parents what opportunities are available to support their child's learning. 3. Offer badges or extra credit as incentives (or both). 4. Promote Edmodo and/or other supplemental sources for parents.

Facilitator

Cynthia Schaub

Participants

All Teachers

Schedule

Semiannually, from 10/15/2014 to 4/29/2015

G6. Provide an engaging learning environment that develops and educates instructors and staff through scheduled online and face to face meetings where skills learned are put into practice.

G6.B1 Lack of available courses that interest instructors- organizational systems.

G6.B1.S1 Teachers and staff attend school based online meetings, instructor led new technology training, participate in FLVS new course training, and FVIPN collaborations, depending on individual PD needs..

PD Opportunity 1

Teachers and staff attend school based online meetings, instructor led new technology training, participate in FLVS new course training, and FVIPN collaborations.

Facilitator

FLVS or FVIPN

Participants

All Teachers

Schedule

Semiannually, from 10/15/2014 to 4/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0