

The School District of Palm Beach County

# Palm Beach Virtual Franchise



2015-16 School Improvement Plan

## Palm Beach Virtual Franchise

7071 GARDEN RD, Riviera Beach, FL 33404

[ no web address on file ]

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Combination	No	0%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	28%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2011-12</b>	<b>2010-11</b>
<b>Grade</b>	I*	B	A	B

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

### 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>30</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>32</b>
Professional Development Opportunities	33
Technical Assistance Items	0
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
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, part-time jobs), 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. These actions confirm our commitment to relationship building within our organization.

Palm Beach Virtual strongly embraces Single School Culture and appreciation for multicultural diversity,

in the appropriate areas, as required by School Board Policy 2.09 (8)(b)(i).

Academically teachers regularly attend Palm Beach Virtual meetings as well as state-wide meetings of online teachers where student work and assessments are analyzed and opportunities for teachers to collaborate on developing more rigorous lessons are offered.

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

- (a) History of Holocaust
- (b) History of Africans and African Americans
- (c) Hispanic Contributions
- (d) Women's Contributions
- (e) Sacrifices of Veterans

Behaviorally, the school integrates Single School Culture by sharing our guidelines for success, reviewing procedures, pace and academic integrity via both welcome call and through the module embedded in each course.

Climate during live lessons/collaborations is set at the beginning of each session when the teacher establishes the expectations.

##### 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.

Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness.

**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**

The teachers monitor and communicate regularly with students and parents. When something out of the ordinary occurs, the teacher may contact the guidance specialist to ascertain the facts and create more support for their student. Members of the school based team may also be consulted to assist and well as peers through the National Honor Society.

Palm Beach Virtual School is staffed with knowledgeable personnel who can provide direction to appropriate social services.

## 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**

SAC and orientation meetings as well as face to face events will ensure parents receive curriculum information, and school website information.

- Provide parents with regular contact via email, phone calls and updated website
- Teachers are expected to make positive contact with parents and students on a monthly basis
- Teachers participate in professional development training to increase positive relationships with parents
- Administrative Staff attends regular Superintendent Graduation Task Force meetings in an effort to engage our at-risk students

**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:**

Name	Title
Johnson, Debra	Principal
Davis, Juliana	Assistant Principal
Putre, Heidi	Assistant Principal
Holley, Janel	Guidance Counselor

**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.

Assistant Principal - Leadership regarding MTSS processes and 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. Also serves as liaison to the School Based Team (SBT).

***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 Rtl Leadership Team (SBT) reviews the progress 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. Rtl 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.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Marilyn Romano	Teacher
Juliana Davis	Education Support Employee
Debra Johnson	Principal
Janel Holley	Education Support Employee
Heidi Putre	Principal
Talia Fradkin	Student
Sue Fradlin	Parent

**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 principals, and SIP designee 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 and for tutoring for students.

***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:**

Name	Title
pence, ava	Teacher, K-12
Davis, Juliana	Assistant Principal
Drinkwater, Deborah	Teacher, K-12
Tetreault, Dianne	Teacher, K-12
Sittig, Jennifer	Teacher, K-12
Schaub, Cynthia	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

Initiatives for this year will be:

- 1) tutoring
- 2) providing instructional and student resources and materials
- 3) professional development of all teachers in reading across the content areas
- 4) leaders coaching and/or modeling

**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**

Our fourteen teachers are grouped in two teams based on teaching content.

Teachers engage in open teacher lounge during the day where they continue to collaborate and get just in time assistance with either specific content or concerns about students.

In school year 2015-16, a more coordinated effort will be made to collaborate with the Florida Virtual School Classic (Orlando) teachers who work with our full time middle school students in core courses.

Teachers emphasize single school culture principles.

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

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

### **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 (Core): Beverly Ciotti, Math and Language Arts

TEAM 2 (More): Sarah Mammolito, Social Studies and Electives

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 contracts with virtual/online courseware providers who have been approved by the Florida Department of Education. Palm Beach Virtual is developing online courses that align to CPALMS/Florida standards to offer to students.

#### **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.

#### **Strategy Rationale**

Students who choose online learning for a variety of reasons. Teachers are adept at differentiating instruction based on the individual student.

#### **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.

## **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**

- "Smart Start" online sessions where teachers are available to answer any program/course related questions.
- Peer sessions are staffed by National Honor Society students.
- All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and partner schools.

### **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**

- Palm Beach Virtual promotes awareness and encourages all students to consider the advantages of dual enrollment and early admission to college.

- 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 semiannually to promote post secondary 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.

Additionally all Career and Technical Education (CTE) related programs fall under one of the career clusters listed above and on the FLDOE website at the following link:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/index.shtml>

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

- By the nature of the FLVS course design, technical and career education is embedded.
- Students are offered a variety of career and technical education courses. We encourage them to explore their career options by taking elective courses.
- By the nature of the FLVS course design, technical and career education is embedded.

**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

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

**Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## 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

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If teachers increase instruction in citing specific textual evidence, then students will increase proficiency in writing by being able to smoothly integrate relevant evidence.
- G2.** If teachers increase explicit instruction of pacing techniques, then students will complete on pace at a higher rate than in 2014-2015.

## 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.** If teachers increase instruction in citing specific textual evidence, then students will increase proficiency in writing by being able to smoothly integrate relevant evidence. 1a

G074863

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	10.0
Writing Gains District Assessment	10.0

**Resources Available to Support the Goal** 2

- Live lessons
- Sharing of resources among teachers
- FSA writing rubric standard for textual evidence

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge of MLA format
- Students need to practice paraphrasing
- Standard for FSA Grading/Expectations

**Plan to Monitor Progress Toward G1.** 8

Student writing samples on increased evidence of appropriate integration of citing specific textual evidence

**Person Responsible**

ava pence

**Schedule**

Semiannually, from 10/23/2015 to 3/17/2016

**Evidence of Completion**

Student writing samples and feedback

**G2.** If teachers increase explicit instruction of pacing techniques, then students will complete on pace at a higher rate than in 2014-2015. **1a**

G074864

**Targets Supported** **1b**

Indicator	Annual Target
School Climate Survey - Student	60.0
School Climate Survey - Parent	60.0

**Resources Available to Support the Goal** **2**

- Using scheduled text messages with Remind.com account.
- Organizational tools such as google calendar
- Elluminate Sessions
- Guardian account

**Targeted Barriers to Achieving the Goal** **3**

- Students may have poor time management and organizational skills
- Students have busy schedules with virtual courses is in addition to a full schedule of building courses, jobs, sports and extra curriculars.
- Parents and students do not use the tools already available to them in the course.

**Plan to Monitor Progress Toward G2.** **8**

VSA reports

**Person Responsible**

Deborah Drinkwater

**Schedule**

Quarterly, from 9/8/2015 to 3/17/2016

**Evidence of Completion**

Recordings of faculty meetings where progress towards goal will be discussed

## 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.** If teachers increase instruction in citing specific textual evidence, then students will increase proficiency in writing by being able to smoothly integrate relevant evidence. **1**

 G074863

**G1.B1** Lack of knowledge of MLA format **2**

 B195539

**G1.B1.S1** Provide live lessons in MLA formatting **4**

 S207203

#### Strategy Rationale

Students may need additional direct instruction

#### Action Step 1 **5**

Teachers will ensure that live lessons are available for students to attend.

#### Person Responsible

ava pence

#### Schedule

Semiannually, from 9/30/2015 to 3/17/2016

#### Evidence of Completion

Recordings of lessons

**Action Step 2** 5

Teachers will return work to students ungraded when necessary to initiate dialogue about MLA formatting and compel students to pursue this topic.

**Person Responsible**

ava pence

**Schedule**

Daily, from 9/17/2015 to 4/29/2016

**Evidence of Completion**

Resubmitted work

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

A school wide calendar of live lessons in MLA formatting will be created. Recordings will be available for teachers to refer students to who need additional review. Literacy team and language arts teachers will monitor.

**Person Responsible**

ava pence

**Schedule**

On 10/28/2016

**Evidence of Completion**

Course feedback notes

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

Scales will be used at the beginning and end of lesson to measure student progress.

**Person Responsible**

ava pence

**Schedule**

Monthly, from 9/28/2015 to 3/17/2016

**Evidence of Completion**

Recordings of faculty meetings where effectiveness of strategies was discussed.

**G1.B2** Students need to practice paraphrasing **2**

 B195540

**G1.B2.S1** Provide as an addendum to MLA live lessons. **4**

 S207204

**Strategy Rationale**

Students may need additional direct instruction in indirect quotes and signal phrases.

**Action Step 1** **5**

Teachers will ensure that live lessons are available for students to attend. Teachers will return work to students ungraded when necessary to initiate dialogue about MLA formatting and compel students to pursue this topic.

**Person Responsible**

ava pence

**Schedule**

Monthly, from 9/28/2015 to 3/17/2016

**Evidence of Completion**

Recordings of lessons

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** **6**

A schoolwide calendar of live lessons will reflect lessons in MLA formatting. Recordings will also be available for real-time assistance.

**Person Responsible**

ava pence

**Schedule**

Monthly, from 9/28/2015 to 3/17/2016

**Evidence of Completion**

Course feedback notes

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Scales will be used at the beginning and end of lesson to measure student progress.

**Person Responsible**

ava pence

**Schedule**

Monthly, from 9/28/2015 to 3/17/2016

**Evidence of Completion**

Recordings of faculty meetings where effectiveness of strategies was discussed.

**G1.B3 Standard for FSA Grading/Expectations** 2

 B195541

**G1.B3.S1** Provide FSA rubric to teachers and review during a faculty meeting. Provide rubrics to students during live MLA lessons. 4

 S207205

**Strategy Rationale**

Teachers and students may be unsure of the rubric types, where to locate them, and how to read it. New scales.

**Action Step 1** 5

Teachers will ensure that live lessons are available for students to attend. Teachers will return work to students ungraded when necessary to initiate dialogue about MLA formatting as per the FSA rubrics and compel students to pursue this topic.

**Person Responsible**

ava pence

**Schedule**

Monthly, from 9/28/2015 to 3/17/2016

**Evidence of Completion**

Recordings of live lessons

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

A school wide calendar of live lessons will reflect lessons in MLA formatting. Recordings will also be available for real-time assistance.

**Person Responsible**

ava pence

**Schedule**

Monthly, from 9/28/2015 to 3/17/2016

***Evidence of Completion***

Course feedback notes

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Scales will be used at the beginning and end of lesson to measure student progress.

**Person Responsible**

ava pence

**Schedule**

Monthly, from 9/28/2015 to 3/17/2016

***Evidence of Completion***

Recordings of faculty meetings where effectiveness of strategies was discussed.



**G2.** If teachers increase explicit instruction of pacing techniques, then students will complete on pace at a higher rate than in 2014-2015. 1

G074864

**G2.B1** Students may have poor time management and organizational skills 2

B195542

**G2.B1.S1** Students participate in collaboration/live lesson that helps them establish concrete due dates on the calendar for their assignments paced on the pace chart. They will set up text reminders as part of this process. 4

S207206

### Strategy Rationale

Students respond to text messages more than they do to other communication methods.

### Action Step 1 5

Identify the full time Palm Beach Virtual Students. Invite them to a live collaboration. Require the students to attend a Live Collaboration via Black Board concerning pace and mindset thinking. (Students missing the lesson will be sent a recording.) In the live lesson, students will create a weekly mindset comment and the % complete they should be in each course for the week. Students will register for the instructors Remind.com account. The teacher will schedule each of the 16 comments into the remind.com account and they will be delivered to each student every Monday.

#### Person Responsible

Marcy Zalecki

#### Schedule

Biweekly, from 9/8/2015 to 3/17/2016

#### Evidence of Completion

Using Google Calendar Students will enter the assignments due each week for each course and send one notification email to themselves as well as a parent or guardian to be sent weekly. At the end of the collaboration students will submit one product slide and one collaboration assessment guide to one instructor earning credit for collaboration as well as getting organized for the school year.

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

Looking at attendance list for collaboration and who is signing up for remind.

**Person Responsible**

Marcy Zalecki

**Schedule**

Biweekly, from 9/8/2015 to 3/17/2016

**Evidence of Completion**

Attendance list/remind access list

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

Monthly monitoring of all full-time students to determine weeks behind and determine if they are staying on pace and increasing their time management

**Person Responsible**

Marcy Zalecki

**Schedule**

Monthly, from 9/8/2015 to 3/17/2016

**Evidence of Completion**

Initial statistics will be gathered prior to start of this program. Statistics will include the percent complete, percent complete on or ahead of pace, and other data if possible (percent complete each week in the course).

**G2.B2** Students have busy schedules with virtual courses is in addition to a full schedule of building courses, jobs, sports and extra curriculars. **2**

 B195543

**G2.B2.S1** Provide students (and their families) with an organizational tool that self populates with virtual school deadlines. This is similar to the traditional schools in our county that give each student a planner. If we auto-populate the pace, live lessons, etc., give them the ability to simply add in blocks of time (like the hours they are in school or at practice), and the ability to manually enter other activities, they will use the tool (with reminders, of course!) to manage their life and integrate their Virtual course into their lives seamlessly. **4**

 S207207

### Strategy Rationale

This is done in traditional schools with a planner. This allows students to simplify their time by seeing it.

### Action Step 1 **5**

Identify the full time Palm Beach Virtual Students. Invite them to a live collaboration. Require the students to attend a Live Collaboration via Black Board concerning pace and mindset thinking. (Students missing the lesson will be sent a recording.) In the live lesson, students will create a weekly mindset comment and the % complete they should be in each course for the week. Students will register for the instructors Remind.com account. The teacher will schedule each of the 16 comments into the remind.com account and they will be delivered to each student every Monday.

#### Person Responsible

Marcy Zalecki

#### Schedule

Monthly, from 9/8/2015 to 3/17/2016

#### Evidence of Completion

Using Google Calendar, students will enter the assignments due each week for each course and send one notification email to themselves as well as a parent or guardian to be sent weekly. At the end of the collaboration students will submit one product slide and one collaboration assessment guide to one instructor earning credit for collaboration as well as getting organized for the school year.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Looking at attendance list for collaboration and who is signing up for remind.

**Person Responsible**

Marcy Zalecki

**Schedule**

Monthly, from 9/8/2015 to 3/17/2016

**Evidence of Completion**

Attendance list/remind access

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Monthly monitoring of all full-time students to determine weeks behind and determine if they are staying on pace and increasing their time management

**Person Responsible**

Marcy Zalecki

**Schedule**

Monthly, from 9/8/2015 to 3/17/2016

**Evidence of Completion**

VSA data

**G2.B3** Parents and students do not use the tools already available to them in the course. 2

B195544

**G2.B3.S1** Integrate the importance of maintaining pace with the requirement for a collaboration assignment. The following strategies are already in place. 1. Point out the pace chart in the course. 2. Point out the create your own pace chart in the course. 3. Encourage parents to open and maintain a guardian account. 4

S207208

**Strategy Rationale**

Students who record and monitor their own pace chart will be more likely to follow the pace of the course.

**Action Step 1** 5

Review pace chart and guardian account during welcome and monthly calls

**Person Responsible**

Marcy Zalecki

**Schedule**

Biweekly, from 9/8/2015 to 3/17/2016

**Evidence of Completion**

VSA log

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Monitor pace data on VSA

**Person Responsible**

Deborah Drinkwater

**Schedule**

Quarterly, from 9/8/2015 to 3/17/2016

**Evidence of Completion**

Share pace reports with teachers

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

Monthly monitoring of all full-time students to determine weeks behind and determine if they are staying on pace and increasing their time management

**Person Responsible**

Deborah Drinkwater

**Schedule**

Monthly, from 9/8/2015 to 3/17/2016

**Evidence of Completion**

VSA reports

**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	Teachers will ensure that live lessons are available for students to attend.	pence, ava	9/30/2015	Recordings of lessons	3/17/2016 semiannually
G1.B2.S1.A1	Teachers will ensure that live lessons are available for students to attend. Teachers will return work to students ungraded when necessary to initiate dialogue about MLA formatting and compel students to pursue this topic.	pence, ava	9/28/2015	Recordings of lessons	3/17/2016 monthly
G1.B3.S1.A1	Teachers will ensure that live lessons are available for students to attend. Teachers will return work to students ungraded when necessary to initiate dialogue about MLA formatting as per the FSA rubrics and compel students to pursue this topic.	pence, ava	9/28/2015	Recordings of live lessons	3/17/2016 monthly
G2.B1.S1.A1	Identify the full time Palm Beach Virtual Students. Invite them to a live collaboration. Require the students to attend a Live Collaboration via Black Board concerning pace and mindset thinking. (Students missing the lesson will be sent a recording.) In the live lesson, students will create a weekly mindset comment and the % complete they should be in each course for the week. Students will register for the instructors Remind.com account. The teacher will schedule each of the 16 comments into the remind.com account and they will be delivered to each student every Monday.	Zalecki, Marcy	9/8/2015	Using Google Calendar Students will enter the assignments due each week for each course and send one notification email to themselves as well as a parent or guardian to be sent weekly. At the end of the collaboration students will submit one product slide and one collaboration assessment guide to one instructor earning credit for collaboration as well as getting organized for the school year.	3/17/2016 biweekly
G2.B2.S1.A1	Identify the full time Palm Beach Virtual Students. Invite them to a live collaboration. Require the students to attend a Live Collaboration via Black Board concerning pace and mindset thinking. (Students missing the lesson	Zalecki, Marcy	9/8/2015	Using Google Calendar, students will enter the assignments due each week for each course and send one notification email to themselves as well as a parent or guardian to be sent weekly. At the end of the collaboration	3/17/2016 monthly

**Palm Beach - 7004 - Palm Beach Virtual Franchise - 2015-16 SIP**

*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
	will be sent a recording.) In the live lesson, students will create a weekly mindset comment and the % complete they should be in each course for the week. Students will register for the instructors Remind.com account. The teacher will schedule each of the 16 comments into the remind.com account and they will be delivered to each student every Monday.			students will submit one product slide and one collaboration assessment guide to one instructor earning credit for collaboration as well as getting organized for the school year.	
G2.B3.S1.A1	Review pace chart and guardian account during welcome and monthly calls	Zalecki, Marcy	9/8/2015	VSA log	3/17/2016 biweekly
G1.B1.S1.A2	Teachers will return work to students ungraded when necessary to initiate dialogue about MLA formatting and compel students to pursue this topic.	pence, ava	9/17/2015	Resubmitted work	4/29/2016 daily
G1.MA1	Student writing samples on increased evidence of appropriate integration of citing specific textual evidence	pence, ava	10/23/2015	Student writing samples and feedback	3/17/2016 semiannually
G1.B1.S1.MA1	Scales will be used at the beginning and end of lesson to measure student progress.	pence, ava	9/28/2015	Recordings of faculty meetings where effectiveness of strategies was discussed.	3/17/2016 monthly
G1.B1.S1.MA1	A school wide calendar of live lessons in MLA formatting will be created. Recordings will be available for teachers to refer students to who need additional review. Literacy team and language arts teachers will monitor.	pence, ava	9/17/2015	Course feedback notes	10/28/2016 one-time
G1.B2.S1.MA1	Scales will be used at the beginning and end of lesson to measure student progress.	pence, ava	9/28/2015	Recordings of faculty meetings where effectiveness of strategies was discussed.	3/17/2016 monthly
G1.B2.S1.MA1	A schoolwide calendar of live lessons will reflect lessons in MLA formatting. Recordings will also be available for real-time assistance.	pence, ava	9/28/2015	Course feedback notes	3/17/2016 monthly
G1.B3.S1.MA1	Scales will be used at the beginning and end of lesson to measure student progress.	pence, ava	9/28/2015	Recordings of faculty meetings where effectiveness of strategies was discussed.	3/17/2016 monthly
G1.B3.S1.MA1	A school wide calendar of live lessons will reflect lessons in MLA formatting. Recordings will also be available for real-time assistance.	pence, ava	9/28/2015	Course feedback notes	3/17/2016 monthly
G2.MA1	VSA reports	Drinkwater, Deborah	9/8/2015	Recordings of faculty meetings where progress towards goal will be discussed	3/17/2016 quarterly
G2.B1.S1.MA1	Monthly monitoring of all full-time students to determine weeks behind and determine if they are staying on pace and increasing their time management	Zalecki, Marcy	9/8/2015	Initial statistics will be gathered prior to start of this program. Statistics will include the percent complete, percent complete on or ahead of pace, and other data if possible (percent complete each week in the course.	3/17/2016 monthly
G2.B1.S1.MA1	Looking at attendance list for collaboration and who is signing up for remind.	Zalecki, Marcy	9/8/2015	Attendance list/remind access list	3/17/2016 biweekly
G2.B2.S1.MA1	Monthly monitoring of all full-time students to determine weeks behind and determine if they are staying on pace and increasing their time management	Zalecki, Marcy	9/8/2015	VSA data	3/17/2016 monthly
G2.B2.S1.MA1	Looking at attendance list for collaboration and who is signing up for remind.	Zalecki, Marcy	9/8/2015	Attendance list/remind access	3/17/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1	Monthly monitoring of all full-time students to determine weeks behind and determine if they are staying on pace and increasing their time management	Drinkwater, Deborah	9/8/2015	VSA reports	3/17/2016 monthly
G2.B3.S1.MA1	Monitor pace data on VSA	Drinkwater, Deborah	9/8/2015	Share pace reports with teachers	3/17/2016 quarterly

**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.** If teachers increase instruction in citing specific textual evidence, then students will increase proficiency in writing by being able to smoothly integrate relevant evidence.

**G1.B1** Lack of knowledge of MLA format

**G1.B1.S1** Provide live lessons in MLA formatting

### **PD Opportunity 1**

Teachers will ensure that live lessons are available for students to attend.

#### **Facilitator**

District Professional Development on Marzano for DQ2 Element 11/12, DQ3 Element 17/18/20.  
Goal team works and presents update on goal implementation.

#### **Participants**

Teachers

#### **Schedule**

Semiannually, from 9/30/2015 to 3/17/2016

**G2.** If teachers increase explicit instruction of pacing techniques, then students will complete on pace at a higher rate than in 2014-2015.

**G2.B1** Students may have poor time management and organizational skills

**G2.B1.S1** Students participate in collaboration/live lesson that helps them establish concrete due dates on the calendar for their assignments paced on the pace chart. They will set up text reminders as part of this process.

### **PD Opportunity 1**

Identify the full time Palm Beach Virtual Students. Invite them to a live collaboration. Require the students to attend a Live Collaboration via Black Board concerning pace and mindset thinking. (Students missing the lesson will be sent a recording.) In the live lesson, students will create a weekly mindset comment and the % complete they should be in each course for the week. Students will register for the instructors Remind.com account. The teacher will schedule each of the 16 comments into the remind.com account and they will be delivered to each student every Monday.

#### **Facilitator**

FLVS online training/materials on pace/dba's. Pace team works and presents update on goal implementation.

#### **Participants**

Teachers

#### **Schedule**

Biweekly, from 9/8/2015 to 3/17/2016