Palm Beach Virtual Franchise

2016-17 Schoolwide Improvement Plan

Palm Beach Virtual Franchise

9482 MACARTHUR BLVD, Palm Beach Gardens, FL 33403

www.palmbeachvirtual.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	No	14%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2017-18	2014-15	2013-14	2011-12
Grade	A	A*	B	A

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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Palm Beach Virtual Franchise

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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 effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers (SDPBC Mission Statement).

b. 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).

2. School Environment

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

The guidance specialist and/or administrator individually meets with each new student and parent(s) or guardian(s) prior to enrollment as a full-time student in Palm Beach Virtual School. This informal meeting fosters conversation based on the initial and multi-layered question: "Why are you interested in virtual school?" Each full-time student attends an orientation session as well as in immersive 'Smart Start' day where they are given instruction to acclimate them to virtual learning.

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 student'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).
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.

b. 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.

c. 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 monitor students' chat comments.
* The teachers 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.

d. 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.

Students are monitored weekly by a homeroom teacher for attendance and quality and quantity of work submitted. 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.

3. 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).

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

Weekly monitoring of all students on google docs for attendance, work quality and pace.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	1	0	1	2
Level 2 on state reading assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Conference with student, parent, teacher
Pace plan for success
Open Learning Lab/tutoring offerings
Guidance/administrator involvement

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Face-to-face orientation and parent support sessions are required to ensure that both student and parent(s)/guardian(s) understand both the student and parent/guardian 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.

2. 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

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Johnson, Debra	Principal
Davis, Juliana	Assistant Principal
Putre, Heidi	Assistant Principal
Cover, Patrice	School Counselor
Ciotti, Beverly	Teacher, K-12
Comer, Cathi	Teacher, K-12
Sorg, Cynthia	Teacher, K-12
Tetreault, Dianne	Teacher, K-12
Romano, Marilyn	Teacher, K-12
Terribile, Leslie	Teacher, K-12

b. Duties

1. 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 progress monitoring of students in the program to help team determine steps to take for students' successful growth in areas of need.
Lead Teacher 1 - RtI support for full time students, directing PM diagnostics for full time students, assistance in developing and monitoring individual learning plans for full time 6-12 students.
Lead Teacher 2 - Coordinates educational events, substitute support, ELL translation, proctored exams, academic integrity efforts.
Lead Teacher 3 - VSA and Educator software best practices, processes, support and training for teachers; report monitoring for students, coordination of support for new virtual teachers, monitor FLVS quality assurance.

Professional Development Support Lead - coach teachers in PGP and Marzano domains using iObservation resources.
School Advisory Chair - coordinates developing, preparing and monitoring the SIP on CIMS, coordinates and facilitates SAC meetings, ensures both are in compliance with district expectations.

2. 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) 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. 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Marilyn Romano	Teacher
Juliana Davis	Education Support Employee
Debra Johnson	Principal
Heidi Putre	Principal
Marika Dumancas	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The leadership team 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 and the district's new long term outcomes. 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.

b. 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.

c. 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.

2. 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.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

D. 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).

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

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 2016-17, 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. There will be consistent sharing of resources.

Teachers emphasize single school culture principles.

Teachers work with, promote and support each other and students on other school-wide and district projects.
*Community service
*Showcase of Schools
*Read Across America Parent and Student Networking and Literacy Event
*SAC participation
*Writing and poster contests
*National Honor Society and National Junior Honor Society
*Collaborations

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

Teachers collaborate within disciplines and interdisciplinary activities to build internal capacity. The staff participates in regular professional development through face-to-face and online sessions. Teachers are provided with leadership coaching and roles to develop leadership skills.

Teachers and leadership promote the program to high performing potential teachers who meet requirements of exceptional organizational skills, successful experience in building student efficacy, and effective use of technology in classroom or online teaching environments.

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

The Leadership Team (including Lead Teachers) coordinate and facilitate new teacher orientations and onboarding into the virtual school experience.

Each new teacher is paired with an experienced teacher for support in practices to improve efficiency and effectiveness. Lead Teacher 3 works with the new teacher on best practices in the VSA environment. The Professional Development Support member mentors the teacher in the Marzano processes and iObservation system.

Teachers collaborate and coordinate PD activities and initiatives for continued growth of students in core instruction, career education, STEM, and multicultural education focus.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

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

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

- "Smart Start' face to face 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.

b. College and Career Readiness

1. 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.

.

2. 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.stml

3. 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.

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 we develop talent, then we will foster post-graduate success.

G2.   If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

Strategic Goals Detail

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

G1. If we develop talent, then we will foster post-graduate success. [1a]

🔑 G083638

Targets Supported [1b]

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	80.0
Middle School Acceleration	65.0
District Parent Survey	80.0
High School Acceleration	65.0
Postsecondary Enrollments	65.0

Targeted Barriers to Achieving the Goal [3]

- Full time virtual students are a transient population

- Some full time virtual students are committed to time-consuming extra-curricular activities

- Virtual teacher's workload does not allow for time off for general professional development

Resources Available to Help Reduce or Eliminate the Barriers [2]

- Pace charts

- Showcase of Schools

- Create a cadre of qualified substitutes

Plan to Monitor Progress Toward G1. [8]

Comparison of week to week grades and pace to ensure content mastered

Person Responsible
Marcy Zalecki

Schedule
Weekly, from 8/25/2016 to 5/5/2017

Evidence of Completion
Weekly google doc, vsa logs

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. `1a`

🔍 G083639

Targets Supported `1b`

Indicator	Annual Target
High School Readiness	82.0
FSA ELA Achievement	75.0
FSA Mathematics Achievement	75.0
District Parent Survey	80.0

Targeted Barriers to Achieving the Goal `3`

- Students don't practice taking a standardized test

- Students are behind in pace so they don't haven't mastered content yet

- Elementary learning coaches have limited knowledge of available content resources

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Test simulations during Open Learning Labs

- Homeroom monitoring to ensure pace

- Elementary teacher supplied content enrichment materials

Plan to Monitor Progress Toward G2. `8`

Attendance logs at Learning Labs and comparison of fall to winter diagnostic scores

Person Responsible
Leslie Terribile

Schedule
Quarterly, from 9/6/2016 to 5/5/2017

Evidence of Completion
Attendance logs and diagnostic scores

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 we develop talent, then we will foster post-graduate success. `1`

🔑 G083638

G1.B1 Full time virtual students are a transient population `2`

🔑 B221987

G1.B1.S1 Increase the retention rate of full time virtual school students `4`

🔑 S234235

Strategy Rationale

Our population is not based on a SAC area. Students choose virtual school.

Action Step 1 `5`

Full time students have a homeroom teacher who will work on an academic success plan with them.

Person Responsible

Marcy Zalecki

Schedule

Annually, from 9/6/2016 to 5/5/2017

Evidence of Completion

VSA logs, google docs

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

Sign off sheet on google docs, log in VSA

Person Responsible

Marcy Zalecki

Schedule

Weekly, from 8/25/2016 to 5/5/2017

Evidence of Completion

Weekly google docs signed off by teachers, calendar, vsa logs

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

Pace monitored for at risk students

Person Responsible

Marcy Zalecki

Schedule

Weekly, from 8/18/2016 to 5/5/2017

Evidence of Completion

Weekly sign off sheets on the google docs, vsa logs, calls with GC

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

Contact with at risk students

Person Responsible

Patrice Cover

Schedule

Weekly, from 8/26/2016 to 5/5/2017

Evidence of Completion

Google doc, vsa logs

G1.B2 Some full time virtual students are committed to time-consuming extra-curricular activities 2

🔑 B221988

G1.B2.S1 Offer open learning labs and other face to face opportunities to connect with students and parents 4

🔑 S234236

Strategy Rationale

Make school as attractive and valuable as possible so students build time into their busy schedules to include it as a priority.

Action Step 1 5

Calendar of Open Learning Lab and educational opportunity events

Person Responsible

Beverly Ciotti

Schedule

Biweekly, from 9/6/2016 to 5/5/2017

Evidence of Completion

Attendance logs, face to face anecdotes recorded in vsa

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

Teachers will monitor attendance and other data to ensure labs are being accessed.

Person Responsible

Beverly Ciotti

Schedule

Biweekly, from 9/6/2016 to 5/5/2017

Evidence of Completion

Attendance and usage logs on google drive

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

Teachers will have data chats with students and document for parents

Person Responsible

Beverly Ciotti

Schedule

Monthly, from 9/6/2016 to 5/5/2017

Evidence of Completion

Logs on google drive and documentation in vsa

G1.B3 Virtual teacher's workload does not allow for time off for general professional development `2`
🔑 B221989

G1.B3.S1 Offer relevant professional development opportunities to increase teacher efficacy. `4`
🔑 S234237

Strategy Rationale

Online training, such as Google apps for Education, can yield increased teacher productivity in less time. This will translate to teacher's availability to attend face to face training.

Action Step 1 `5`

Teachers will complete Google Apps for Education Certification

Person Responsible

Leslie Terribile

Schedule

Quarterly, from 9/6/2016 to 5/5/2017

Evidence of Completion

Google Level 1 Certified Educator credential

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

Course Products, completion certificate, points in PeopleSoft

Person Responsible

Leslie Terribile

Schedule

Monthly, from 9/6/2016 to 5/5/2017

Evidence of Completion

Completion certificate and points towards certification in PeopleSoft. Course products

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

Course certification

Person Responsible

Leslie Terribile

Schedule

Every 2 Months, from 9/6/2016 to 5/5/2017

Evidence of Completion

Course products, certificates, points awarded in PeopleSoft

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1

🔑 G083639

G2.B1 Students don't practice taking a standardized test 2

🔑 B221990

G2.B1.S1 Open Learning Labs are scheduled twice a month which will provide personalized instruction including test success strategies 4

🔑 S234238

Strategy Rationale

Students will get supervised and individualized practice on taking standardized tests

Action Step 1 5

All full time virtual school students are encouraged to attend the Open Learning Labs

Person Responsible

Beverly Ciotti

Schedule

Biweekly, from 9/6/2016 to 5/5/2017

Evidence of Completion

Open learning lab attendance, diagnostic results

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

Looking at attendance list for Open Learning Labs and diagnostic scores

Person Responsible

Leslie Terribile

Schedule

Biweekly, from 9/6/2016 to 5/5/2017

Evidence of Completion

Attendance list/diagnostic scores

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

Monthly monitoring of all full-time students to determine attendance at Open Learning Labs

Person Responsible

Beverly Ciotti

Schedule

Monthly, from 9/6/2016 to 5/5/2017

Evidence of Completion

Attendance sheets at Open Learning Labs

G2.B2 Students are behind in pace so they don't haven't mastered content yet `2`

🔑 B221991

G2.B2.S1 Teachers monitor homeroom student progress weekly on a shared google document. `4`

🔑 S234239

Strategy Rationale

Weekly updates in grade and pace for each course are monitored. 'Slips' are highlighted and addressed immediately.

Action Step 1 `5`

Identify the full time Palm Beach Virtual Students. Create a document where teachers document their progress in grades and pace weekly.

Person Responsible

Marcy Zalecki

Schedule

Weekly, from 8/19/2016 to 5/5/2017

Evidence of Completion

Google spreadsheet with weekly progress document for each student in grade and pace.

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

Review weekly list of student progress and address problem areas

Person Responsible

Marcy Zalecki

Schedule

Monthly, from 8/19/2016 to 5/5/2017

Evidence of Completion

Attendance list/vsa logs

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

Weekly monitoring of all full-time students to determine pace and work quality

Person Responsible

Marcy Zalecki

Schedule

Weekly, from 8/26/2016 to 5/5/2017

Evidence of Completion

VSA data/google spreadsheets

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

Weekly monitoring of all full-time students to determine pace and work quality

Person Responsible

Patrice Cover

Schedule

Biweekly, from 9/2/2016 to 5/5/2017

Evidence of Completion

VSA logs/google spreadsheet

G2.B3 Elementary learning coaches have limited knowledge of available content resources 2

🔑 B221992

G2.B3.S1 Elementary teacher shares content related materials 4

🔑 S234240

Strategy Rationale

Elementary learning coaches are typically not Florida certified teachers but parents who facilitate the learning at home.

Action Step 1 5

Elementary teacher shares grade appropriate enrichment resources

Person Responsible

Dianne Tetreault

Schedule

Monthly, from 8/26/2016 to 5/5/2017

Evidence of Completion

VSA log, emails, course announcement page, Connect sessions

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

Sharing enrichment resources

Person Responsible

Dianne Tetreault

Schedule

Quarterly, from 8/26/2016 to 5/5/2017

Evidence of Completion

VSA logs/course announcement page/email correspondence/Connect sessions

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

Monthly monitoring of all full-time students to determine resource needs

Person Responsible

Dianne Tetreault

Schedule

Monthly, from 8/26/2016 to 5/5/2017

Evidence of Completion

VSA reports, emails, announcement page, recordings of Connect sessions

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M305672	Comparison of week to week grades and pace to ensure content mastered	Zalecki, Marcy	8/25/2016	Weekly google doc, vsa logs	5/5/2017 weekly
G2.MA1 M305680	Attendance logs at Learning Labs and comparison of fall to winter diagnostic scores	Terribile, Leslie	9/6/2016	Attendance logs and diagnostic scores	5/5/2017 quarterly
G1.B1.S1.MA1 M305665	Pace monitored for at risk students	Zalecki, Marcy	8/18/2016	Weekly sign off sheets on the google docs, vsa logs, calls with GC	5/5/2017 weekly
G1.B1.S1.MA3 M305666	Contact with at risk students	Cover, Patrice	8/26/2016	Google doc, vsa logs	5/5/2017 weekly
G1.B1.S1.MA1 M305667	Sign off sheet on google docs, log in VSA	Zalecki, Marcy	8/25/2016	Weekly google docs signed off by teachers, calendar, vsa logs	5/5/2017 weekly
G1.B1.S1.A1 A301162	Full time students have a homeroom teacher who will work on an academic success plan with them.	Zalecki, Marcy	9/6/2016	VSA logs, google docs	5/5/2017 annually
G1.B2.S1.MA1 M305668	Teachers will have data chats with students and document for parents	Ciotti, Beverly	9/6/2016	Logs on google drive and documentation in vsa	5/5/2017 monthly
G1.B2.S1.MA1 M305669	Teachers will monitor attendance and other data to ensure labs are being accessed.	Ciotti, Beverly	9/6/2016	Attendance and usage logs on google drive	5/5/2017 biweekly
G1.B2.S1.A1 A301163	Calendar of Open Learning Lab and educational opportunity events	Ciotti, Beverly	9/6/2016	Attendance logs, face to face anecdotes recorded in vsa	5/5/2017 biweekly
G1.B3.S1.MA1 M305670	Course certification	Terribile, Leslie	9/6/2016	Course products, certificates, points awarded in PeopleSoft	5/5/2017 every-2-months
G1.B3.S1.MA1 M305671	Course Products, completion certificate, points in PeopleSoft	Terribile, Leslie	9/6/2016	Completion certificate and points towards certification in PeopleSoft. Course products	5/5/2017 monthly
G1.B3.S1.A1 A301164	Teachers will complete Google Apps for Education Certification	Terribile, Leslie	9/6/2016	Google Level 1 Certified Educator credential	5/5/2017 quarterly
G2.B1.S1.MA1 M305673	Monthly monitoring of all full-time students to determine attendance at Open Learning Labs	Ciotti, Beverly	9/6/2016	Attendance sheets at Open Learning Labs	5/5/2017 monthly
G2.B1.S1.MA1 M305674	Looking at attendance list for Open Learning Labs and diagnostic scores	Terribile, Leslie	9/6/2016	Attendance list/diagnostic scores	5/5/2017 biweekly
G2.B1.S1.A1 A301165	All full time virtual school students are encouraged to attend the Open Learning Labs	Ciotti, Beverly	9/6/2016	Open learning lab attendance, diagnostic results	5/5/2017 biweekly
G2.B2.S1.MA1 M305675	Weekly monitoring of all full-time students to determine pace and work quality	Zalecki, Marcy	8/26/2016	VSA data/google spreadsheets	5/5/2017 weekly
G2.B2.S1.MA3 M305676	Weekly monitoring of all full-time students to determine pace and work quality	Cover, Patrice	9/2/2016	VSA logs/google spreadsheet	5/5/2017 biweekly
G2.B2.S1.MA1 M305677	Review weekly list of student progress and address problem areas	Zalecki, Marcy	8/19/2016	Attendance list/vsa logs	5/5/2017 monthly
G2.B2.S1.A1 A301166	Identify the full time Palm Beach Virtual Students. Create a document where teachers document their...	Zalecki, Marcy	8/19/2016	Google spreadsheet with weekly progress document for each student in grade and pace.	5/5/2017 weekly
G2.B3.S1.MA1 M305678	Monthly monitoring of all full-time students to determine resource needs	Tetreault, Dianne	8/26/2016	VSA reports, emails, announcement page, recordings of Connect sessions	5/5/2017 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 🔍 M305679	Sharing enrichment resources	Tetreault, Dianne	8/26/2016	VSA logs/course announcement page/ email correspondence/Connect sessions	5/5/2017 quarterly
G2.B3.S1.A1 🔍 A301167	Elementary teacher shares grade appropriate enrichment resources	Tetreault, Dianne	8/26/2016	VSA log, emails, course announcement page, Connect sessions	5/5/2017 monthly

V. Professional Development Opportunities

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

G1. If we develop talent, then we will foster post-graduate success.

G1.B3 Virtual teacher's workload does not allow for time off for general professional development

G1.B3.S1 Offer relevant professional development opportunities to increase teacher efficacy.

PD Opportunity 1

Teachers will complete Google Apps for Education Certification

Facilitator

School District of Palm Beach Educational Technology Dept.

Participants

Teachers and Administrators

Schedule

Quarterly, from 9/6/2016 to 5/5/2017

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

G2.B1 Students don't practice taking a standardized test

G2.B1.S1 Open Learning Labs are scheduled twice a month which will provide personalized instruction including test success strategies

PD Opportunity 1

All full time virtual school students are encouraged to attend the Open Learning Labs

Facilitator

Rotation of teachers

Participants

Teachers/Students

Schedule

Biweekly, from 9/6/2016 to 5/5/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Full time students have a homeroom teacher who will work on an academic success plan with them.	$0.00
2	G1.B2.S1.A1	Calendar of Open Learning Lab and educational opportunity events	$0.00
3	G1.B3.S1.A1	Teachers will complete Google Apps for Education Certification	$0.00
4	G2.B1.S1.A1	All full time virtual school students are encouraged to attend the Open Learning Labs	$0.00
5	G2.B2.S1.A1	Identify the full time Palm Beach Virtual Students. Create a document where teachers document their progress in grades and pace weekly.	$0.00
6	G2.B3.S1.A1	Elementary teacher shares grade appropriate enrichment resources	$0.00
		Total:	$0.00