

The School District of Palm Beach County

Palm Beach Virtual Franchise



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	7%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	B

**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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Palm Beach Virtual Franchise

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 an immersive Student Success Training 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. 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 PDD's and PLC's as well as district and state-wide PLO's.

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, progress tracking, and through the guidelines and standards embedded in each course.

Climate during online and face to face live 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.

The Pillars of Effective Instruction are central to our online practices in providing all of our students with an environment that will support their academic proficiency. Students are actively engaged in building, connecting, and applying knowledge.

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 if 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.

In online situations, student expectations are clarified and monitored, and students who are not abiding by these guidelines are removed from the session and individually coached in digital citizenship by the teacher.

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.

Homeroom teachers monitor students weekly for attendance and quality and quantity of work submitted. 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 the student. Members of the school based team, as well as peers through the National Honor Society, may also be consulted to assist

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Palm Beach Virtual has a school based team in place.

Online attendance is measured by student weekly progress toward course completion. Lack of weekly progress is an early warning attendance indicator.

Historically, suspensions do not apply to our full time Palm Beach Virtual School students.

Students are mastering the content at their own pace. When content is not mastered, the first submission is an early warning indicator. Teacher/ Student content based discussions also serve as early warning indicators of failing to understand the standards.

District level diagnostics and classroom assessments serve as early warning indicators for a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

Weekly monitoring of all students for attendance, work quality and online attendance provide early warning indicators for the teachers, the teacher adviser tracking team, and when necessary, the school based team.

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	1	1	0	0	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	1	2	0	1	1	1	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	1	0	1	3	0	5

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	1	0	0	0	0	0	0	0	1

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:

Students struggling with content are given multiple attempts at the assignment content. Students are also remediated in individual contact with the teacher. With virtual education, students are given multiple attempts to master assignments. This "just in time" remediation along with individual teacher-student checkpoints is built into the course structure. Therefore, course failure in English Language Arts or mathematics during any grading period is very low.

Weekly work guide for success:

When student fall below minimum work progression requirements, the teacher contacts student and the parent/ guardian to re engage worker. When a student continues the pattern, the homeroom teacher tracking team is engaged. If the problem persists, the student is referred to the school based team for tier 1 support.

Open Learning Lab/tutoring offerings:

Open Learning Labs provide opportunities to increase student performance on district level diagnostics.

Guidance/administrator involvement:

Guidance monitors teacher adviser tracking. When indicated by early warning indicators, guidance conferences with student, parent, and teacher.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Face-to-face orientation with new students and parent/guardian (Learning Coach) support sessions are required to ensure that both student and guardian understand their roles in virtual education and the mission and vision of our school.

Student Success Trainings are offered at the beginning of the year to build positive relationships with new students and support each learner in reaching his/ her highest potential in the virtual learning environment.

School involvement opportunities including monthly Open Learning Labs and online collaborative sessions offer dynamic lessons and foster positive relationships between the school and our families. The school disseminates content resources and shares upcoming district-wide assessments and events to the teachers, who in turn, share with students and guardians. Office staff communicate reminders of SAC meetings, live tutoring sessions on campus, and assist with course completions. The parents are strongly encouraged to monitor student progress through the learning management system in order to get real time data including percentage of course completed and current grade. Teachers make individualized monthly contact with parents informing them of their child's progress.

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.

The faculty and staff build partnerships with local community for field trips and collaborative sessions. We will also use online and local businesses to secure funds for school resources.

C. Effective Leadership

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
Sorg, Cynthia	Teacher, K-12
Tetreault, Dianne	Teacher, K-12
Terribile, Leslie	Teacher, K-12
Mammolito, Sarah	Teacher, K-12
Sittig, Jennifer	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 - Rtl 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.

School Advisory Co Chairs - coordinate developing, preparing and monitoring the SIP on CIMS, coordinate and facilitate 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 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. 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
Jennifer Sittig	Teacher
Juliana Davis	Education Support Employee
Debra Johnson	Principal
Heidi Putre	Principal
	Student
Sarah Mammolito	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The leadership team built upon last year's goals by digging deeper into the district's first strategic theme: "Effective and Relevant Instruction to Meet the Needs of All Students."

We 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 long term outcomes.

The teachers were given the opportunity to provide input on last year's goals, add goals, and 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.

SAC members were given the opportunity to evaluate last year's school improvement plan.

b. Development of this school improvement plan

The School Improvement Plan was put together based on identified school wide student needs and the effectiveness of last year's SIP.

Teachers shared their ideas on school-wide goals together and carefully considered the district wide

Strategic Themes and Long Term Outcomesto determine which would have the strongest impact on our school. 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 co-designees reviewed the draft SIP to fine-tune, and then disseminated the pdf version to all teachers for either approval or comment for small revisions.

The plan was brought to the SAC to assist in its preparation and 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, industry certification, and 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Using the Pillars of Effective Instruction, online and on-site students are collaborating in student-centered, personalized learning environments.

Teachers engage in open teacher communication 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 2017-18, teachers will continue to work with FLVS, FLVS Franchise Teachers, and District Teachers/facilitators to collaborate on planning and instruction. 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

*In-house and on-site field trips

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 or Canvas environment.

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

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.

The Pillars of Effective Instruction lead our practices in immersing students in rigorous tasks encompassing the full intent of the 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.

Using the Pillars of Effective Instruction, Palm Beach Virtual School focuses on empowering and supporting students through high expectations to be college and career ready.

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.

~ Weekly progression data allows teachers to know when to provide 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Student Success Trainings are face to face sessions for incoming cohorts of students. Teachers are available to answer any program/course related questions and demonstrate effective practices for student success.

- 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 designed 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/ Content Conversation 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>

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.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness and foster post-graduate success.

- G2.** If we promote a high performance culture, then we will foster post-graduate success.

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 deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness and foster post-graduate success. 1a

G094829

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0
High School Readiness	82.0
FSA Mathematics Achievement	80.0
District Parent Survey	80.0
SAT Mathematics	65.0
SAT Critical Reading	65.0

Targeted Barriers to Achieving the Goal 3

- Because virtual education is highly personalized, multiple student commitments can result in decreased weekly work progression

Resources Available to Help Reduce or Eliminate the Barriers 2

- Homeroom monitoring to ensure weekly work and proficiency progression
- Showcase of Schools

Plan to Monitor Progress Toward G1. 8

Diagnostic and statewide score results will be reviewed to determine progress toward high school readiness and post graduate success.

Person Responsible

Debra Johnson

Schedule

Quarterly, from 10/13/2017 to 5/11/2018

Evidence of Completion

Grades 4-7, level 3 and higher on FSA ELA and Mathematics, Grade 8 diagnostic scores, FSA Grade 10 ELA, Algebra 1 EOC, and SAT participation.

G2. If we promote a high performance culture, then we will foster post-graduate success. 1a

G094830

Targets Supported 1b

Indicator	Annual Target
AP Program Participation	20.0
Middle School Acceleration	65.0
District Parent Survey	80.0
High School Acceleration	65.0
CTE Industry Certification Exam Participation	10.0
Postsecondary Enrollments	65.0

Targeted Barriers to Achieving the Goal 3

- A low number of students participate in accelerated and CTE courses.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District CTE testing sites
- FLVS AP and CTE courses
- Homeroom teacher program

Plan to Monitor Progress Toward G2. 8

Accelerated course enrollment

Person Responsible

Debra Johnson

Schedule

Quarterly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Number of students enrolled in accelerated courses including AP, DE, or IC, middle school acceleration, post secondary enrollments.

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 deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness and foster post-graduate success. 1

G094829

G1.B1 Because virtual education is highly personalized, multiple student commitments can result in decreased weekly work progression 2

B255051

G1.B1.S1 Homeroom teachers monitor student progress to ensure academic success and provide support through high expectations. Students are actively engaged in purposeful, relevant, real-world activities to demonstrate understanding of their learning. 4

S269488

Strategy Rationale

To ensure shared commitment and collective responsibility for the academic success of every student, homeroom teachers will monitor grade and progression for each course. A shared document promotes a support system of the high expectations held for each student and 'slips' are highlighted and addressed immediately. Students experience rigorous, standards-based instruction grounded in the expectation that all students can succeed and are supported with a system of services.

Action Step 1 5

Identify the full time Palm Beach Virtual Students. Create a support system for high expectations by assigning each student to a homeroom teacher. Create a cloud based document where teachers document and monitor student progress in grades and amount of work completed weekly for students taking multiple courses.

Person Responsible

Marcy Zalecki

Schedule

Weekly, from 8/16/2017 to 5/11/2018

Evidence of Completion

Shared weekly progress document. Have each teacher log progress and weekly completion of log.

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

Review weekly list of student progress and teacher sign off sheet for completion

Person Responsible

Marcy Zalecki

Schedule

On 5/11/2018

Evidence of Completion

Weekly sign off sheet, progress log, vsa logs

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

Weekly monitoring of homeroom teacher tracking and full-time student progress to monitor intervention for at risk students.

Person Responsible

Marcy Zalecki

Schedule

Weekly, from 8/25/2017 to 5/11/2018

Evidence of Completion

Shared cloud based sign off sheet and progress document, vsa logs

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

Weekly monitoring of all full-time students to determine progression, work quality, and make contact with at risk students.

Person Responsible

Patrice Cover

Schedule

Weekly, from 8/25/2017 to 5/11/2018

Evidence of Completion

Shared cloud based progress document, vsa logs

G2. If we promote a high performance culture, then we will foster post-graduate success. 1

G094830

G2.B1 A low number of students participate in accelerated and CTE courses. 2

B255053

G2.B1.S1 Increase teacher knowledge base of accelerated and CTE courses, awareness of student learning goals, and familiarity with customer service tools in order to promote opportunities to students.

4

S269490

Strategy Rationale

If the teachers are aware of the opportunities available within the district and through the franchise they will develop resource allocation processes aligned with student needs. By understanding individual learning goals of the student, the teachers will develop a culture of pride, trust, and respect.

Action Step 1 5

Offer professional development opportunities regarding accelerated and CTE course as well as customer service tools, including but not limited to SIS, VSA Dash, district portal, and G Suite.

Person Responsible

Juliana Davis

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Completion of professional development on course opportunities and customer service tools including but not limited to SIS, VSA Dash, district portal, and G Suite.

Action Step 2 5

Gather student goals and share with faculty via shared homeroom document.

Person Responsible

Marcy Zalecki

Schedule

Evidence of Completion

Documentation of student goals in shared faculty document.

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

PD offerings, faculty meetings

Person Responsible

Juliana Davis

Schedule

Monthly, from 8/25/2017 to 5/31/2018

Evidence of Completion

PD opportunities offered to faculty/ staff, meeting agendas, PD completion

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

Goals in shared document

Person Responsible

Marcy Zalecki

Schedule

Evidence of Completion

Check to make sure student goals are listed in shared homeroom document.

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

Participation in accelerated and CTE courses

Person Responsible

Debra Johnson

Schedule

Annually, from 9/4/2017 to 5/11/2018

Evidence of Completion

Course enrollments.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.MA3 M384606	Goals in shared document	Zalecki, Marcy	10/13/2017	Check to make sure student goals are listed in shared homeroom document.	No End Date one-time
G2.B1.S1.A2 A359948	Gather student goals and share with faculty via shared homeroom document.	Zalecki, Marcy	8/21/2017	Documentation of student goals in shared faculty document.	No End Date one-time
G1.MA1 M384603	Diagnostic and statewide score results will be reviewed to determine progress toward high school...	Johnson, Debra	10/13/2017	Grades 4-7, level 3 and higher on FSA ELA and Mathematics, Grade 8 diagnostic scores, FSA Grade 10 ELA, Algebra 1 EOC, and SAT participation.	5/11/2018 quarterly
G1.B1.S1.MA1 M384598	Weekly monitoring of homeroom teacher tracking and full-time student progress to monitor...	Zalecki, Marcy	8/25/2017	Shared cloud based sign off sheet and progress document, vsa logs	5/11/2018 weekly
G1.B1.S1.MA3 M384599	Weekly monitoring of all full-time students to determine progression, work quality, and make...	Cover, Patrice	8/25/2017	Shared cloud based progress document, vsa logs	5/11/2018 weekly
G1.B1.S1.MA1 M384600	Review weekly list of student progress and teacher sign off sheet for completion	Zalecki, Marcy	8/25/2017	Weekly sign off sheet, progress log, vsa logs	5/11/2018 one-time
G1.B1.S1.A1 A359945	Identify the full time Palm Beach Virtual Students. Create a support system for high expectations...	Zalecki, Marcy	8/16/2017	Shared weekly progress document. Have each teacher log progress and weekly completion of log.	5/11/2018 weekly
G2.B1.S1.MA1 M384604	Participation in accelerated and CTE courses	Johnson, Debra	9/4/2017	Course enrollments.	5/11/2018 annually
G2.MA1 M384607	Accelerated course enrollment	Johnson, Debra	8/21/2017	Number of students enrolled in accelerated courses including AP, DE, or IC, middle school acceleration, post secondary enrollments.	5/31/2018 quarterly
G2.B1.S1.MA1 M384605	PD offerings, faculty meetings	Davis, Juliana	8/25/2017	PD opportunities offered to faculty/ staff, meeting agendas, PD completion	5/31/2018 monthly
G2.B1.S1.A1 A359947	Offer professional development opportunities regarding accelerated and CTE course as well as...	Davis, Juliana	8/14/2017	Completion of professional development on course opportunities and customer service tools including but not limited to SIS, VSA Dash, district portal, and G Suite.	5/31/2018 quarterly

V. Professional Development Opportunities

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

G2. If we promote a high performance culture, then we will foster post-graduate success.

G2.B1 A low number of students participate in accelerated and CTE courses.

G2.B1.S1 Increase teacher knowledge base of accelerated and CTE courses, awareness of student learning goals, and familiarity with customer service tools in order to promote opportunities to students.

PD Opportunity 1

Offer professional development opportunities regarding accelerated and CTE course as well as customer service tools, including but not limited to SIS, VSA Dash, district portal, and G Suite.

Facilitator

Terribile, Leslie

Participants

Teachers and Administrators

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

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	Identify the full time Palm Beach Virtual Students. Create a support system for high expectations by assigning each student to a homeroom teacher. Create a cloud based document where teachers document and monitor student progress in grades and amount of work completed weekly for students taking multiple courses.	\$0.00
2	G2.B1.S1.A1	Offer professional development opportunities regarding accelerated and CTE course as well as customer service tools, including but not limited to SIS, VSA Dash, district portal, and G Suite.	\$0.00
3	G2.B1.S1.A2	Gather student goals and share with faculty via shared homeroom document.	\$0.00
Total:			\$0.00