

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Palm Beach Virtual Franchise  
7071 GARDEN RD  
Riviera Beach, FL 33404  
561-881-4769

### School Demographics

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<b>School Type</b> Combination School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 21%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 38%

### School Grades History

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<b>2013-14</b> B	<b>2012-13</b>	<b>2011-12</b> A	<b>2010-11</b> B
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### SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Palm Beach Virtual Franchise

##### Principal

Debra Johnson

##### School Advisory Council chair

Cynthia R. Schaub

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Debra Johnson	Principal
Julianna Davis	Assistant Principal
Janel Holley	Guidance
Elizabeth Klein	Support Faculty
Dianne Tetreault	Teacher
Cynthia Schaub	Teacher

#### District-Level Information

##### District

Palm Beach

##### Superintendent

E. Wayne Gent

##### Date of school board approval of SIP

11/19/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.

#### Involvement of the SAC in the development of the SIP

The School Improvement Plan is put together based on identified student needs in all departments, by the team leaders and individual teachers, then brought to the SAC for review and approval. If SAC members have concerns (or individual teacher members), they are addressed as a group at the SAC meetings.

**Activities of the SAC for the upcoming school year**

The SAC will meet quarterly to discuss concepts and issues related to the success of the students at the school. The SAC offers continuous recruitment into it's membership, votes on how the budget may be divided, and discusses programs utilized at the school and by the district to benefit the well-being and success of its students.

**Projected use of school improvement funds, including the amount allocated to each project**

The School Improvement budget will be allocated by the District in the coming weeks. Anticipated needs include technology support for FARMS families and tutoring for students. These were carry over projects from last year.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

The school is actively seeking out new members to ensure a demographic match to the members of the community it serves.

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Debra Johnson**

Principal

Years as Administrator: 19

Years at Current School: 5

**Credentials**

M.S.  
School Principal  
Educational Leadership  
Art (K-12)

**Performance Record**

Year 1 - No Grade  
Year 2 - No Grade  
Year 3 - B  
Year 4 - A

<b>Julianna Davis</b>		
<b>Asst Principal</b>	<b>Years as Administrator: 1</b>	<b>Years at Current School: 10</b>
<b>Credentials</b>	Master's Educational Leadership Elementary Education (K-6) English (6-12) Math (5-9) ESOL Endorsement	
<b>Performance Record</b>	Year 1 - A	

**Classroom Teachers**

<b># of classroom teachers</b>	12
<b># receiving effective rating or higher</b>	12, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	12, 100%
<b># ESOL endorsed</b>	9, 75%
<b># reading endorsed</b>	2, 17%
<b># with advanced degrees</b>	9, 75%
<b># National Board Certified</b>	3, 25%
<b># first-year teachers</b>	0, 0%
<b># with 1-5 years of experience</b>	1, 8%
<b># with 6-14 years of experience</b>	5, 42%
<b># with 15 or more years of experience</b>	6, 50%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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

#### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

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

TEAM 1: Lead is Beverly Ciotti - Team Members: Violet Esopakis, Julie Joyner, Marilyn Romano, Dianne Tetreault, Cynthia Schaub

TEAM 2: Lead is Marie Zalecki - Team Members: Jennifer Sittig, Deborah Schepp, Sarah Mammolito, Ava Pence, Mary Ann Fornataro

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

#### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Principal - Leadership regarding MTSS processes and final decision-making in collaboration with MTSS.  
Guidance - Intake from teachers and own progress monitoring of students in the program to help team determine steps to take for students' successful growth in areas of need.

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

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



**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Overview of students reported in need of extra help by team leaders to administrator, and principal to ensure that procedures set in place are followed ensuring success of individual students identified with additional needs beyond first tier 1, tier 2, or tier 3, including parent involvement and support specialist.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Behavior and attendance in virtual school are documented in the virtual LMS. Individual teachers have access to progress, which is monitored bi-weekly by "home" teachers. Academics are also monitored, but effectiveness is monitored by individual teachers for specific classes with a process of 1) parent contact, 2) team leader contact, and finally SBT support requested when student is not finding success with the curriculum. At that point, additional support is provided.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Plan is described to parents in first phone call, orientation, and additionally, via e-mail, and in future calls.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students

**Minutes added to school year:**

Teachers provide enrichment through synchronous meetings 2 or more times per year, additional instruction provided by support faculty on as-needed basis. Students' needs are met according to any IEP/504 plans, and in accordance with the Florida Consent Decree. Core academic teachers all provide students with enrichment through short video clips and snag-it videos, based on their online content. Professional development takes place every two weeks. This includes planning initiatives and bi-weekly collaboration to ensure that all students' needs are being met.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Principal  
 Assistant Principals  
 Guidance  
 Teachers  
 Support Faculty

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Jennifer Sittig	Literacy Leader
Dianne Tetreault	Literacy Leadership Team Member
Ava Pence	Literacy Leadership Team Member
Deborah Schepp	Literacy Leadership Team Member

**How the school-based LLT functions**

School-based LLT will ensure reading and literacy are a focus across all content areas; by attending online monthly meetings to address literacy and writing skills emphasized in all courses for all students. The team will evaluate growth of students in reading, based on data provided through assessment resources to include Diagnostic Testing, SRI, FAIR, FCAT and/or recommendation by content area teachers. Meetings will include discussions regarding individual plans for struggling readers, based on the data as well as any student designations. Outcome measures will be assessed in December, 2013 and adjustments in instruction made on an as needed basis.

## **Major initiatives of the LLT**

What will be the major initiatives of the LLT this year? Initiatives for this year will be 1) tutoring in an ongoing capacity; 2) providing supplemental elective classes in either critical thinking skills or reading for students at levels 1 or 2; 3) professional development of all teachers in reading across the content areas.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

Every teacher in every course will provide focus on the importance of word usage and writing processes. As a school in which the major percentage of the students are at levels 4 and 5, growth is important to ensure students do not become complacent with their higher than average scores. The best way to ensure growth is to encourage students to use comprehensive vocabulary by building their vocabulary skills, as well as understanding the writing process. In this way, they will understand the reading materials encountered with a better knowledge of the organization of written documents as well as the word usage in such documents. Vocabulary building and writing across all courses will be highly emphasized.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

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.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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

### **Strategies for improving student readiness for the public postsecondary level**

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

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	81%		No	83%
American Indian				
Asian				
Black/African American				
Hispanic	81%		No	83%
White	82%		No	84%
English language learners				
Students with disabilities				
Economically disadvantaged				

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		10%
Students scoring at or above Achievement Level 4	36	86%	87%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)			
Students in lowest 25% making learning gains (FCAT 2.0)			

#### Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	35	85%	86%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	10	100%	100%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics**

**High School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%		No	81%
American Indian				
Asian				
Black/African American				
Hispanic				
White	78%		No	81%
English language learners				
Students with disabilities				
Economically disadvantaged				

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	28	68%	69%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	37%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	56%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		34%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		68%

**Area 4: Science**

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		18%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		84%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		4
Participation in STEM-related experiences provided for students	13	8%	25%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	10		2%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	0		
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0		1%
Passing rate (%) for students who take CTE-STEM industry certification exams			1%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

**Area 8: Early Warning Systems**

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0		0%
Students in ninth grade with one or more absences within the first 20 days	0		0%
Students in ninth grade who fail two or more courses in any subject	0		0%
Students with grade point average less than 2.0	0		0%
Students who fail to progress on-time to tenth grade	0		0%
Students who receive two or more behavior referrals	0		0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0		0%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	1	1%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	41	100%	100%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	2	100%	100%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Face to face orientation and parent support sessions are offered to ensure that parents understand both the student and learning coach roles in virtual education.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Total Involvement from at least One Parent in Each Family			100%

**Area 10: Additional Targets**

**Additional targets for the school**

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

- \* History of Holocaust
- \* History of Africans and African Americans
- \* Hispanic Contributions
- \* Women's Contributions
- \* Sacrifices of Veterans

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Computing for College & Careers is primarily performance-based and conducted in a simulated, environment (SAM) that builds students' skills with a variety of real-life simulations/authentic learning experiences to prepare students for today's workplace.
- G2.** Writing Across the Curriculum Focus: Every teacher in every course will be teaching the importance of word usage and the writing process. With a majority of students at level 4 or higher, growth will be dependent on pressing for high expectations.
- G3.** FCAT Prep for Reading and Writing: Students will be prepared to show growth on both the FCAT Reading and Writing for the grades in which they are given.
- G4.** Students will understand that 30% of their grade depends on the End of Course Exams, and the teachers will prepare them to successfully complete the exams throughout the school year.
- G5.** Students will be encouraged to communicate their understanding of content area instruction using real world examples.
- G6.** Foster communication skills for virtual students who may often be shy and not wish to reach out to teachers with questions in a virtual setting. Using this goal as an opportunity to foster critical thinking, inferencing, and connections are being made.
- G7.** Many students do not think about careers in Science, Technical Education, or Mathematics. The goal for STEM at Palm Beach Virtual will be to encourage all students that they may have several different careers in these areas that they are not aware.

## Goals Detail

**G1.** Computing for College & Careers is primarily performance-based and conducted in a simulated, environment (SAM) that builds students' skills with a variety of real-life simulations/authentic learning experiences to prepare students for today's workplace.

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - High School
- CTE

**Resources Available to Support the Goal**

- This is a resource provided in order to help more students become college ready. The course and curriculum are already written.

**Targeted Barriers to Achieving the Goal**

- One barrier for students taking the Microsoft Office Specialist certification test is that the variety of real-life simulations/authentic learning experiences they conduct in the SAM environment during the Computing for College & Careers course may not be enough exposure for the student to pass the the actual Microsoft Office Specialist 2010 exam.

**Plan to Monitor Progress Toward the Goal**

Passing Certification Exam Passing Course Grades

**Person or Persons Responsible**

Guidance

**Target Dates or Schedule:**

June

**Evidence of Completion:**

Passing scores on exam. Passing scores in class.

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

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE

**Resources Available to Support the Goal**

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

**Targeted Barriers to Achieving the Goal**

- Students may not wish to take notes, they may claim their learning style is just to read the material because it comes easy to them.
- Some students may not be familiar with MLA format, citing sources, and writing academic work of the highest quality.

**Plan to Monitor Progress Toward the Goal**

Feedback of Student Work Audio-Taped Tutoring Sessions

**Person or Persons Responsible**

Teachers Self-Monitor / Reflect Peer Evaluations

**Target Dates or Schedule:**

December and May

**Evidence of Completion:**

Academic Writing Evident or Improvements over Previous Work. Taped Elluminates showing Student Growth in Writing Process.

**G3. FCAT Prep for Reading and Writing:** Students will be prepared to show growth on both the FCAT Reading and Writing for the grades in which they are given.

**Targets Supported**

- Reading (FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science - Middle School
- Science - High School

**Resources Available to Support the Goal**

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

**Targeted Barriers to Achieving the Goal**

- As this is a virtual school, some students' and their families may not wish to drive to the city to partake, as the school services the entire county. Some students live almost one hour away.
- Some students, since they are at level 4 and above, may not feel the need for FCAT help.

**Plan to Monitor Progress Toward the Goal**

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

**Person or Persons Responsible**

Content Area Teachers Guidance Assistant Principal

**Target Dates or Schedule:**

November, February, March, April

**Evidence of Completion:**

Audio-Tapes of sessions. Self-Reflections Peer Reviews

**G4.** Students will understand that 30% of their grade depends on the End of Course Exams, and the teachers will prepare them to successfully complete the exams throughout the school year.

**Targets Supported**

- Algebra 1 EOC
- Geometry EOC
- U.S. History EOC
- Science - Biology 1 EOC

**Resources Available to Support the Goal**

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

**Targeted Barriers to Achieving the Goal**

- Students may not know what to focus on when taking notes for the course or may skim and miss core concepts.
- Students may not be familiar with testing formats.
- Students may not apply concepts to applications beyond the lesson, missing connections.

**Plan to Monitor Progress Toward the Goal**

Walkthroughs

**Person or Persons Responsible**

Principal

**Target Dates or Schedule:**

December and June

**Evidence of Completion:**

EOC Completion Rates and Scores Course Completion Rates and Grades

**G5.** Students will be encouraged to communicate their understanding of content area instruction using real world examples.

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- Data Based Assessments and during Elluminate Prep Sessions

**Targeted Barriers to Achieving the Goal**

- Students may be hesitant at first to make parallels between school work and authentic examples.

## Plan to Monitor Progress Toward the Goal

Students Showing Independent Thinking and Application of Examples from Real Life to their Lessons in Written and Spoken Work / Also Reflected in Feedback from Teachers

**Person or Persons Responsible**

Assistant Principal Principal

**Target Dates or Schedule:**

December and May

**Evidence of Completion:**

Teachers' Self-Reflections Peer Reviews Student Work

**G6.** Foster communication skills for virtual students who may often be shy and not wish to reach out to teachers with questions in a virtual setting. Using this goal as an opportunity to foster critical thinking, inferencing, and connections are being made.

### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

### **Resources Available to Support the Goal**

- Data Based Assessments, Prep Sessions (online and face to face), Quizzes, Tests

### **Targeted Barriers to Achieving the Goal**



- The new Common Core Standards put a large emphasis on reading, writing, speaking, and listening. They also put a large emphasis on using higher order thinking, making text-based evidence in their writing, and making connections. Some students may not have achieved these skills in their former schools. Our goal must be to ensure that they become familiar with them.

### Plan to Monitor Progress Toward the Goal

Strong DBA Growth LMS Notations of One-on-Ones Student Made Charts

#### Person or Persons Responsible

Assistant Principal Principal

#### Target Dates or Schedule:

June

#### Evidence of Completion:

Walkthrough Notes iObservation

**G7.** Many students do not think about careers in Science, Technical Education, or Mathematics. The goal for STEM at Palm Beach Virtual will be to encourage all students that they may have several different careers in these areas that they are not aware.

#### Targets Supported

- STEM
- STEM - All Levels
- STEM - High School

#### Resources Available to Support the Goal

- Community Resources May Be Brought in Through Live Video Feed Teachers May Promote Careers Students Had Not Thought About

#### Targeted Barriers to Achieving the Goal

- Students may lack exposure to STEM fields.

### Plan to Monitor Progress Toward the Goal

Self-Reflection

#### Person or Persons Responsible

Science Teachers

#### Target Dates or Schedule:

Ongoing

#### Evidence of Completion:

Yearly Rates in Comparison

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Computing for College & Careers is primarily performance-based and conducted in a simulated, environment (SAM) that builds students' skills with a variety of real-life simulations/authentic learning experiences to prepare students for today's workplace.

**G1.B1** One barrier for students taking the Microsoft Office Specialist certification test is that the variety of real-life simulations/authentic learning experiences they conduct in the SAM environment during the Computing for College & Careers course may not be enough exposure for the student to pass the the actual Microsoft Office Specialist 2010 exam.

**G1.B1.S1** A variety of Blackboard Collaborate sessions that demonstrate the use of the Microsoft software and additional tasks for practice with tools and functions will help overcome the barrier and lead to more successful test results. As a school-wide strategy, teachers who note that a student is not proficient in an area of Microsoft Office, they will get support for that student.

### Action Step 1

Ensure all students are attaining required knowledge to pass exam.

#### Person or Persons Responsible

CCC Teacher Content Area Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Taping of online sessions showing full understanding of every student.

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

Online sessions for evidence of success in action plan.

#### Person or Persons Responsible

Assistant Principal and Principal

#### Target Dates or Schedule

December and May

#### Evidence of Completion

Real time or Viewing of Online Sessions.

## Plan to Monitor Effectiveness of G1.B1.S1

Exam Scores Course Grades

### Person or Persons Responsible

CCC Teacher Guidance Assistant Principal

### Target Dates or Schedule

June

### Evidence of Completion

Passing scores on exam. Passing scores in class.

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

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

**G2.B1.S1** Tier 3 word usage (course specific vocabulary) will be expected knowledge attainment in data based assessments, in quizzes and tests, and in written work. Students will be given curriculum focused on using complete sentences, MLA format, citing sources, and writing academic work of the highest quality. This includes notebook checks for note-taking and a vocabulary journal.

### Action Step 1

New Vocabulary Usage

### Person or Persons Responsible

Individual Teachers

### Target Dates or Schedule

Promote Note-taking of vocabulary Promote using thesaurus, glossary Require vocabulary use in lessons Discuss vocabulary in DBAs

### Evidence of Completion

Student Performance on EOCs and FCAT as well as on individual assignments and essays.

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

Walkthroughs

### Person or Persons Responsible

Asst. Principal

### Target Dates or Schedule

December and May

### Evidence of Completion

Objectives Presented to Student to Use New Vocab DBA or Lesson shows use by student.

## Plan to Monitor Effectiveness of G2.B1.S1

Student Assignments showing Vocabulary Useage

### Person or Persons Responsible

Asst. Principal

### Target Dates or Schedule

December and May

### Evidence of Completion

Student Performance on EOCs and FCAT as well as on individual assignments and essays.

**G2.B2** Some students may not be familiar with MLA format, citing sources, and writing academic work of the highest quality.

**G2.B2.S1** Each teacher shares responsibility for ensuring that students understand how to write scholarly academic work, use MLA style, and cite sources. The curriculum includes tutorials on how to use MLA format and to cite sources in several of the units. When student work is submitted that is not academic, it will be returned with instructions to rewrite portions that do not contain 1) complete sentences; 2) MLA formatting; 3) internal and external citations.

### **Action Step 1**

Evidence of Academic Writing / Academic Attention in Feedback / Tier 3 Vocabulary Usage in Written Work / Vocabulary Journal / Evidence of Notetaking.

#### **Person or Persons Responsible**

Individual Content Area Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Well-written essays completed or sent back for revision. Audio-taped tutoring sessions for students needing serious help (more than an e-mail).

#### **Facilitator:**

English Department

#### **Participants:**

Individual Content Area Teachers

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

Walkthroughs

#### **Person or Persons Responsible**

Teachers Self-Monitor Assistant Principal Principal

#### **Target Dates or Schedule**

December and May

#### **Evidence of Completion**

Academic Work or Evidence of Work Improvement over Previous Submissions. Tapes of Illuminate Tutoring Sessions with Students.

## Plan to Monitor Effectiveness of G2.B2.S1

Walkthroughs

### Person or Persons Responsible

Principal

### Target Dates or Schedule

December and May

### Evidence of Completion

Academic Level Essays and Work in all Content Area Courses. Tapes of Elluminates. FCAT Writes.

**G3.** FCAT Prep for Reading and Writing: Students will be prepared to show growth on both the FCAT Reading and Writing for the grades in which they are given.

**G3.B2** Some students, since they are at level 4 and above, may not feel the need for FCAT help.

**G3.B2.S1** All students will be encouraged to partake in at least some of the FCAT tutorial sessions offered through parent phone call encouragement, data based assessment encouragement, emails, and reminders in the courses themselves.

### Action Step 1

Online tutoring/prep sessions in all courses. Face to face sessions in April.

### Person or Persons Responsible

English Department Teachers Math Department Teachers Science Teachers

### Target Dates or Schedule

Online tutoring/prep sessions in all courses. Face to face sessions in April.

### Evidence of Completion

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

### **Plan to Monitor Fidelity of Implementation of G3.B2.S1**

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

#### **Person or Persons Responsible**

Content Area Teachers Assistant Principal Principal

#### **Target Dates or Schedule**

Novemeber, February, March, April

#### **Evidence of Completion**

iObservation notes Self Reflections Peer Reviews

### **Plan to Monitor Effectiveness of G3.B2.S1**

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

#### **Person or Persons Responsible**

Content Area Teachers Guidance Assistant Principal

#### **Target Dates or Schedule**

June

#### **Evidence of Completion**

FCAT Scores Self Reflections Peer Feedback

**G4.** Students will understand that 30% of their grade depends on the End of Course Exams, and the teachers will prepare them to successfully complete the exams throughout the school year.

**G4.B1** Students may not know what to focus on when taking notes for the course or may skim and miss core concepts.

**G4.B1.S1** Encourage note-taking by all students. Encourage summarizing notes in students own words.

**Action Step 1**

Review Notetaking techniques

**Person or Persons Responsible**

Individual Teachers

**Target Dates or Schedule**

October and January

**Evidence of Completion**

Audio-taped Elluminates.

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

Tutoring Sessions

**Person or Persons Responsible**

Peer Review

**Target Dates or Schedule**

October and January (switch reviewers) feed off each other's techniques.

**Evidence of Completion**

Audio-taped Elluminates

**Plan to Monitor Effectiveness of G4.B1.S1**

Student Test Grades

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule**

November and February

**Evidence of Completion**

Audio-Taped Elluminates



**G4.B2** Students may not be familiar with testing formats.

**G4.B2.S1** Give all students access to the ePAT and FCAT Explorer. Promote use.

**Action Step 1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G4.B2.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G4.B2.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G4.B3** Students may not apply concepts to applications beyond the lesson, missing connections.

**G4.B3.S1** All students participate in collaborative project. Ask during Data Based Assessments to apply to real world/personal events.

**Action Step 1**

Initial EOC Student/Parent Meeting (Oct) Weekly tutoring/prep sessions 4 F2F Meetings: Nov., Feb., March, April 2 Formal Online Sessions in April for each of the four subject areas

**Person or Persons Responsible**

Bio, Geometry, Algebra, US History Teachers

**Target Dates or Schedule**

Online tutoring/prep sessions Edmodo Enrichment (History)

**Evidence of Completion**

Student Log Sheets Audio-Taped Elluminate Showing Understanding Written Practice Work Showing Understanding

**Facilitator:**

Beverly - EOC Cinde - Edmodo

**Participants:**

Bio, Geometry, Algebra, US History Teachers

**Plan to Monitor Fidelity of Implementation of G4.B3.S1**

Online and F2F Prep Sessions

**Person or Persons Responsible**

Assistant Principal Team Leaders

**Target Dates or Schedule**

Nov., Feb., March, April

**Evidence of Completion**

Audio-taped Sessions Student Log In Sheets Student Work Showing Understanding of Content

## Plan to Monitor Effectiveness of G4.B3.S1

Walkthroughs

### Person or Persons Responsible

Assistant Principal Individual Teachers

### Target Dates or Schedule

June

### Evidence of Completion

EOC Completion Rates and Scores Course Completion Rates and Scores Student Surveys

**G5.** Students will be encouraged to communicate their understanding of content area instruction using real world examples.

**G5.B1** Students may be hesitant at first to make parallels between school work and authentic examples.

**G5.B1.S1** Students will be given examples and modelling of the process of making parallels in order for them to grasp the concept of applying their content area instruction to the world around them.

### Action Step 1

Using Authenticity in Content Area Instruction, during DBAs, during Prep Sessions.

### Person or Persons Responsible

All Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Audio-Taped Prep Sessions Written Scans of their work Use of Web 2.0 Tools Showing Parallels

### Facilitator:

Deborah Schepp

### Participants:

All Teachers

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

Reflecting on Elluminates, DBAs, Peers Tutored

**Person or Persons Responsible**

Individual Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Students Going Beyond the Text in Written Work Students Going Beyond the Text in DBAs Students Utilizing Web 2.0 Tools

### Plan to Monitor Effectiveness of G5.B1.S1

Self-Reflections

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Students Making Real World Examples

**G6.** Foster communication skills for virtual students who may often be shy and not wish to reach out to teachers with questions in a virtual setting. Using this goal as an opportunity to foster critical thinking, inferencing, and connections are being made.

**G6.B1** The new Common Core Standards put a large emphasis on reading, writing, speaking, and listening. They also put a large emphasis on using higher order thinking, making text-based evidence in their writing, and making connections. Some students may not have achieved these skills in their former schools. Our goal must be to ensure that they become familiar with them.

**G6.B1.S1** All Content Area Teachers will ensure that students are communicating well in their DBAs, using text-based connections in their written responses or essays, and on tests. Additionally, higher order questions will be extended from the DBA questions to ensure the students are thinking critically.

### **Action Step 1**

Higher Order Thinking Skills

#### **Person or Persons Responsible**

Individual Content Area Teachers

#### **Target Dates or Schedule**

During DBAs, Grading Quizzes and Tests

#### **Evidence of Completion**

Students Show Progress of their Ability to Think Beyond the Scope of their Texts or Notes

### **Plan to Monitor Fidelity of Implementation of G6.B1.S1**

Press Students for Critical Thinking

#### **Person or Persons Responsible**

Team Leaders Assistant Principal

#### **Target Dates or Schedule**

Bi-Weekly

#### **Evidence of Completion**

DBA Notes DBA Grades Quizzes, Tests xl Spreadsheet Student Made Goal-Setting Charts LMS Notations for One-on-One with Mentors

## Plan to Monitor Effectiveness of G6.B1.S1

### Walkthroughs

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

December and May

#### **Evidence of Completion**

Student Made Charts for Goal Setting LMS Notations of One-on-Ones DBA Grading and Notations

**G6.B1.S2** Student will be assigned a teacher mentor to monitor their progress bi-weekly academically and attendance-wise. These mentors will hold one on one meetings with the students and the parents to discuss 1) their SAL-P or Former Testing Scores for previous years and 2) goal setting (beyond pass a course, get all As) so students gain practice at communicating, self-reflecting, goal setting, and taking ownership of their learning.

#### **Action Step 1**

Assignment of Mentees

#### **Person or Persons Responsible**

Assistant Principal

#### **Target Dates or Schedule**

October

#### **Evidence of Completion**

xl Spreadsheet

## Plan to Monitor Fidelity of Implementation of G6.B1.S2

Fidelity - monitoring academics and attendance

#### **Person or Persons Responsible**

Assistant Principal

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

Spreadsheets completed

## Plan to Monitor Effectiveness of G6.B1.S2

Complete Spreadsheets

### Person or Persons Responsible

Assistant Principal

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Complete Spreadsheets

**G7.** Many students do not think about careers in Science, Technical Education, or Mathematics. The goal for STEM at Palm Beach Virtual will be to encourage all students that they may have several different careers in these areas that they are not aware.

**G7.B1** Students may lack exposure to STEM fields.

**G7.B1.S1** Expose students to local science resources through video conferences or group field trips. Ex: Scripps, JD MacArthur, Grassy Waters, Loggerhead Marine Life Center.

### Action Step 1

Model Field Experience for Students

#### Person or Persons Responsible

Science Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student response to experience.

#### Facilitator:

Sarah Mammolito

#### Participants:

Science Teachers

### Plan to Monitor Fidelity of Implementation of G7.B1.S1

Make notations in LMS for individual students.

**Person or Persons Responsible**

Team Leader Science Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student goal survey at end of the year; Number of Students interested in STEM fields.

### Plan to Monitor Effectiveness of G7.B1.S1

Student State Field of Interest Upon Graduation

**Person or Persons Responsible**

Guidance

**Target Dates or Schedule**

Senior Year

**Evidence of Completion**

Percentage of Students Entering STEM Careers

**G7.B1.S2** Encourage students during DBA's and feedback to pursue STEM related careers based on exhibited strengths and interest.

**Action Step 1**

Discourse about STEM Careers

**Person or Persons Responsible**

Individual Teachers

**Target Dates or Schedule**

DBAs, E-mails, Feedback

**Evidence of Completion**

Senior Year Statistics



## Plan to Monitor Fidelity of Implementation of G7.B1.S2

STEM Seeking Seniors

### **Person or Persons Responsible**

Guidance

### **Target Dates or Schedule**

June of Senior Year

### **Evidence of Completion**

Statistics of STEM Seeking Seniors

## Plan to Monitor Effectiveness of G7.B1.S2

Documented Discussions

### **Person or Persons Responsible**

Individual Teacher

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

In LMS

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

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

**G2.B2** Some students may not be familiar with MLA format, citing sources, and writing academic work of the highest quality.

**G2.B2.S1** Each teacher shares responsibility for ensuring that students understand how to write scholarly academic work, use MLA style, and cite sources. The curriculum includes tutorials on how to use MLA format and to cite sources in several of the units. When student work is submitted that is not academic, it will be returned with instructions to rewrite portions that do not contain 1) complete sentences; 2) MLA formatting; 3) internal and external citations.

### PD Opportunity 1

Evidence of Academic Writing / Academic Attention in Feedback / Tier 3 Vocabulary Usage in Written Work / Vocabulary Journal / Evidence of Notetaking.

#### Facilitator

English Department

#### Participants

Individual Content Area Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Well-written essays completed or sent back for revision. Audio-taped tutoring sessions for students needing serious help (more than an e-mail).

**G4.** Students will understand that 30% of their grade depends on the End of Course Exams, and the teachers will prepare them to successfully complete the exams throughout the school year.

**G4.B3** Students may not apply concepts to applications beyond the lesson, missing connections.

**G4.B3.S1** All students participate in collaborative project. Ask during Data Based Assessments to apply to real world/personal events.

### **PD Opportunity 1**

Initial EOC Student/Parent Meeting (Oct) Weekly tutoring/prep sessions 4 F2F Meetings: Nov., Feb., March, April 2 Formal Online Sessions in April for each of the four subject areas

#### **Facilitator**

Beverly - EOC Cinde - Edmodo

#### **Participants**

Bio, Geometry, Algebra, US History Teachers

#### **Target Dates or Schedule**

Online tutoring/prep sessions Edmodo Enrichment (History)

#### **Evidence of Completion**

Student Log Sheets Audio-Taped Elluminates Showing Understanding Written Practice Work Showing Understanding

**G5.** Students will be encouraged to communicate their understanding of content area instruction using real world examples.

**G5.B1** Students may be hesitant at first to make parallels between school work and authentic examples.

**G5.B1.S1** Students will be given examples and modelling of the process of making parallels in order for them to grasp the concept of applying their content area instruction to the world around them.

**PD Opportunity 1**

Using Authenticity in Content Area Instruction, during DBAs, during Prep Sessions.

**Facilitator**

Deborah Schepp

**Participants**

All Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Audio-Taped Prep Sessions Written Scans of their work Use of Web 2.0 Tools Showing Parallels

**G7.** Many students do not think about careers in Science, Technical Education, or Mathematics. The goal for STEM at Palm Beach Virtual will be to encourage all students that they may have several different careers in these areas that they are not aware.

**G7.B1** Students may lack exposure to STEM fields.

**G7.B1.S1** Expose students to local science resources through video conferences or group field trips. Ex: Scripps, JD MacArthur, Grassy Waters, Loggerhead Marine Life Center.

**PD Opportunity 1**

Model Field Experience for Students

**Facilitator**

Sarah Mammolito

**Participants**

Science Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student response to experience.

## Appendix 2: Budget to Support School Improvement Goals