FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BROWARD VIRTUAL EDUCATION

District Name: Broward

Principal: Mr. Christopher McGuire

SAC Chair: Ms. Delores Sallette

Superintendent: Mr. Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/23/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Christopher McGuire	M.S., Educational Leadership B.S., MultilingualEducation Educational Leadership (All Levels) Foreign Language (Spanish) K-12 SchoolPrincipal (All Levels)	6	9	Oriole Elementary School (Assistant Principal) 2002-03: C (AYP not met) 2003-04: B (AYP not met) 2004-05: C (AYP not met) Broward Virtual School: 2009-10: A (AYP not met) 2010-11: B (AYP not met) 2011-2012: (grade not reported yet)

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers

in reading, mathematics, or science and work only at the school site.

	Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No data submitted					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Broward Virtual School will select only the most qualified teachers to meet the unique challenge of educating students through distance learning pedagogy. Broward Virtual School has a zero percent teacher turnover rate, therefore no retention strategies are necessary.	Principal		All faculty members meet highly qualified status.

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
18	0.0%(0)	0.0%(0)	33.3%(6)	66.7%(12)	61.1%(11)	100.0%(18)	72.2%(13)	33.3%(6)	100.0%(18)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
BVS presently has no new educators on staff.			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

> Christopher McGuire, Ruth Eloi, Tanya Mistretta, and Corinne Spencer. RtI meetings are coordinated by Ruth Eloi, school Guidance Director. Case management is handled by our ESE specialist, Corinne Spencer. Per state guidelines, Broward Virtual School is only permitted to utilize tier 1 strategies.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

> The RtI team meets monthly to discuss student progress. Student progress and achievement data is routinely analyzed in the areas of Reading, Mathematics, Writing, and Science. Data is used to determine the appropriate placement of students in the virtual education environment.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

> Each member of the RtI team is a member of the SAC.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

> Data is utilized from the following sources: FCAT scores (reading, math, science, writing); BAT scores (reading, math); informal teacher assessments; and teacher observations. Data is retrieved from the district's Data Warehouse repository.

Describe the plan to train staff on MTSS.

> Staff members assigned to the RtI team will participate in district training activities.

Describe the plan to support MTSS.

>

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

> Christopher McGuire, Dawn Cardenas, Penny Nurnberg, and Charles Grimes.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

> The LLT meets regularly to develop and implement instructional activities and strategies for students in need of remedial reading instruction.

What will be the major initiatives of the LLT this year?

> Reading strategies will be delivered to students weekly in a live, interactive format through Elluminate. This will be the primary method of providing students with appropriate interventions.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Reading is inherent in all online courses. Students must exhibit a high degree of independent learning in order to be successful in online courses. Teachers will be trained in content area reading strategies in order to enhance the curriculum in their courses.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

1. Planning four year schedules with students that will prepare them for a variety of post-secondary options.

2. Utilize accelerated mechanisms to expose students to post-secondary expectations and material while in high school.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

1. Students are required to complete portfolios, requiring exploration of careers and post-secondary options.

2. Students are encouraged to participate in industry certification programs at the Tech Centers that provide hands-on experiences.

3. Students use FACTS.org for academic and career planning research with students.
Students in 9th grade are required to complete and reevaluate their ePEP.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

Students are encouraged to participate in dual enrollment programs and Advanced Placement courses that provide exposure to collegiate level material. Students use ePep to plan coursework leading towards post-secondary goals. BVS maximizes the use of fee waivers for the SAT/ACT College admissions for eligible students. The PSAT is administered to all 10th grade students. Juniors and seniors are encouraged to attend the District's College Fair.
Our school Guidance Director routinely collects post-secondary data throughout the year in BRACE Track. An annual commencement ceremony is held for seniors to honor their accomplishments.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013, 32 percent of students in grades 6-10 will achieve Level 3 in Reading.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
30% (66/222) of students achieved Level 3 in Reading.	32% will meet the target.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1. Making Text Connections 2.a Set a purpose for reading (this comes in the objectives for each module and explains to students why they are reading. For example, Fairy Tales are Fiction and teaches a lesson.) 2.b Graphic organizers. (These provide a framework for discussion and refection on what the students have read. For example, the Stick Man figure helps the students break down the character trains so that students can understand how the plot is driven by the actions of the character.) 2.c Post reading strategy is writin gletter to character or to news papers. (These activities help the student to understand what they've read and the meaning of the work as a whole, by having to write a thoughtful response to the piece of literature.)	1. Dawn Cardenas 2. Charles Grimes	1.a Direct instruciton on how to connect with text and relate to what one already knows. 1.b BAT Scores Students will demonstrate an understanding of DEEP details in all assignments 2.a Utilizing the ADDIE method of curriculum design when designing the course. 2.b Grading student work when given a graphic oranizer. Making sure that the student has completed charts with more than minimal effort. 2.c Grading of student work using rubric for the assignment given.	1.a Completed graphic organizer. 1.b BAT scores 2.a BAT testing 2.b Teacher made Evaluations
2	Shift from NGSS to CCSS.	Active Reading Strategies: Monitoring Meaning Sticky Note Strategy	Dawn Cardenas	Direct instruction on how to become an active participant in the reading process usuing "Talking Back to Text" bookmarks.	Sticky Notes
	1.1 The virtual education	1.1 Full-time students	1.1 Principal	1.1 Teachers will use	1.1 Teacher

3	format inhibits the ability to deliver academic interventions on a consistent basis.	achieving Level 1 or 2 will be enrolled in a reading course.	Guidance/Teacher Team Curriculum Coordinator	FCAT scores to determine students in need of intervention.	developed assessment and BAT.
4	1.2 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1.2 Teachers will utilize weekly web e-class sessions using Elluminate or telephone to offer distance learning tutorial sessions.	1.2 Principal Guidance/Teacher Team Curriculum Coordinator	1.2 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	1.2 Teacher developed assessment and BAT.
5	1.3 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1.3 Targeted full-time students will participate in face to face instructional activities facilitated by BVS faculty.	1.3 Principal Guidance/Teacher Team Curriculum Coordinator	1.3 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	1.3 Teacher developed assessment and BAT.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
not applicable	not applicable

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013, 54% of student in grades 6-10 will achieve Level 4 or 5 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (117/222) of students achieved Level 4 or 5 in Reading	54% will meet the target.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
The virtual education format inhibits the ability	1. Making Text Connections	1. Dawn Cardenas	1.a Direct instruction on how to connect with text	1.a Completed graphic organizer

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	to deliver academic interventions on a consistent basis.	2.a Set a purpose for reading (this comes in the objectives for each module and explains to students why they are reading. For example, Fairy Tales are Fiction and teaches a lesson.) 2.b Graphic organizers. (These provide a framework for discussion and refection on what the students have read. For example, the Stick Man figure helps the students break down the character trains so that students can understand how the plot is driven by the actions of the character.) 2.c Post reading strategy is writin gletter to character or to news papers. (These activities help the student to understand what they've read and the meaning of the work as a whole, by having to write a thoughtful response to the piece of literature.)	2. Charles Grimes	and relate to what one already knows. 1.b BAT Scores: Students will demonstrate an understanding of DEEP details in all assignments. 2.a Utilizing the ADDIE method of curriculum design when designing the course. 2.b Grading student work when given a graphic oranizer. Making sure that the student has completed charts with more than minimal effort. 2.c Grading of student work using rubric for the assignment given.	1.b BAT scores 2.a BAT testing 2.b Teacher made Evaluations
2	Shift from NGSS to CCSS.	Active Reading Strategies: Monitoring Meaning Stick Note Strategy	Dawn Cardenas	Direct instruction on how to become an active participant in the reading process using "Talking Back to Text" bookmarks.	Sticky Notes
3	2.1 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	2.1 Full-time students will be exposed to enrichment reading opportunities to enhance their analytical reading and reasoning skills.	2.1 Principal Guidance/Teacher Team Dawn Cardenas, Curriculum Specialist	2.1 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	2.1 Teacher developed assessment.
4	2.2 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	2.2 Teachers will utilize regular web e-class using Elluminate or telephone to offer distance learning tutorial sessions.	2.2 Principal Guidance/Teacher Team Curriculum Specialist	2.2 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	2.2 Teacher developed assessment.
5	2.3 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	2.3 Full-time students will participate in regular face-to-face instructional activities facilitated by BVS teachers.	2.3 Principal Guidance/Teacher Team Curriculum Specialist	2.3 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	2.3 Teacher developed assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2013, 79% of students in grades 6-10 will demonstrate learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (141/185) of students made learning gains in Reading.	79% of students will meet the target.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1. Making Text Connections 2.a Set a purpose for reading (this comes in the objectives for each module and explains to students why they are reading. For example, Fairy Tales are Fiction and teaches a lesson.) 2.b Graphic organizers. (These provide a framework for discussion and refection on what the students have read. For example, the Stick Man figure helps the students break down the character trains so that students can understand how the plot is driven by the actions of the character.) 2.c Post reading strategy is writin gletter to character or to news papers. (These activities help the student to understand what they've read and the meaning of	1. Dawn Cardenas 2. Charles Grimes	1.a Direct instruction on how to connect with text and relate to what one already knows. 1.b BAT Scores: Students will demonstrate an understanding of DEEP details in all assignments. 2.a Utilizing the ADDIE method of curriculum design when designing the course. 2.b Grading student work when given a graphic oranizer. Making sure that the student has completed charts with more than minimal effort. 2.c Grading of student work using rubric for the assignment given	1.a Completed graphic organizer 1.b BAT scores 2.a BAT testing 2.b Teacher made Evaluations

		the work as a whole, by having to write a thoughtful response to the piece of literature.)			
2	Shift from NGSS to CCSS.	Active Reading Strategies: Monitoring Meaning Stick Note Strategy	Dawn Cardenas	Direct instruction on how to become an active participant in the reading process using "Talking Back to Text" bookmarks.	Sticky Notes
3	3.1 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	3.1 Full-time students achieving Level 1 or 2 will be enrolled in a reading course.	3.1 Principal Guidance/Teacher Team Dawn Cardenas, Curriculum Specialist	3.1 Teachers will use FCAT scores to determine students in need of intervention.	3.1 Teacher developed assessment and BAT
4	3.2 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	3.2 Teacher will utilize weekly web e-class sessions using Elluminate or telephone to offer distance learning tutorial sessions.	3.2 Principal Guidance/Teacher Team Curriculum Specialist	3.2 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	3.2 Teacher developed assessment and BAT
5	3.3 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	3.3 Targeted full-time students will participate in regular instructional activities facilitated by BVS faculty	3.3 Principal Guidance/Teacher Team Curriculum Specialist	3.3 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	3.3 Teacher developed assessment and BAT.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013, 54% of students in grades 6-10, in the lowest 25%, will demonstrate learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	50% (13/26) of students demonstrated learning gains in Reading.		54% of students will meet the target.		
	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1. Making Text Connections 2.a Set a purpose for reading (this comes in the objectives for each module and explains to students why they are reading. For example, Fairy Tales are Fiction and teaches a lesson.) 2.b Graphic organizers. (These provide a framework for discussion and refection on what the students have read. For example, the Stick Man figure helps the students break down the character trains so that students can understand how the plot is driven by the actions of the character.) 2.c Post reading strategy is writin gletter to character or to news papers. (These activities help the student to understand what they've read and the meaning of the work as a whole, by having to write a thoughtful response to the piece of literature.)	1. Dawn Cardenas 2. Charles Grimes	1.a Direct instruction on how to connect with text and relate to what one already knows. 1.b BAT Scores: Students will demonstrate an understanding of DEEP details in all assignments. 2.a Utilizing the ADDIE method of curriculum design when designing the course. 2.b Grading student work when given a graphic oranizer. Making sure that the student has completed charts with more than minimal effort. 2.c Grading of student work using rubric for the assignment given.	1.a Completed graphic organizer 1.b BAT scores 2.a BAT testing 2.b Teacher made Evaluations
2	Shift from NGSS to CCSS.	Active Reading Strategies: Monitoring Meaning Stick Note Strategy	Dawn Cardenas	Direct instruction on how to become an active participant in the reading process using "Talking Back to Text" bookmarks.	Sticky Notes
3	4.1 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	4.1 Full-time students achieving Level 1 or 2 will be enrolled in a reading course.	4.1 Principal Guidance/Teacher Team Dawn Cardenas, Curriculum Specialist	4.1 Teacher will use FCAT scores to determine students in need of intervention.	4.1 Teacher developed assessment and BAT.
4	4.2 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	4.2 Teacher will utilize weekly web e-class sessions using Elluminate or telephone to offer distance learning tutorial sessions.	4.2 Principal Guidance/Teacher Team Curriculum Specialist	4.2 Teacher will use informal assessments (pre and post) to determine student progress in targeted strand.	4.2 Teacher developed assessment and BAT.
5	4.3 The virtual education format inhibits the ability to deliver academic interventions on a	4.3 Targeted full-time students will participate in regular instructional activities facilitated by	4.3 Principal Guidance/Teacher Team	4.3 Teachers will use informal assessments (pre and post) to determine student	4.3 Teacher developed assessment and BAT.

consistent basis.	BVS faculty. Curriculum Specialist	progress in targeted strand.	

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :	The percentage of students not achieving grade level proficiency will be reduced by 10%. Therefore, by 2016-2017, 90% of students will achieve grade ▼

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	84% of students	85% of students	86% of students	87% of students	88% of students	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By June 2013, the percentage of students in grades 6-10 not making satisfactory progress in Reading will be reduced by 3-4% per subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 16% (18/114); Black: 33% (8/24); Hispanic: 13% (7/54); Asian: 18% (3/17); American Indian: 0% (0/1)	White: 13%; Black: 29%; Hispanic 10%; Asian: 15%; American Indian: 0%

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1. Making Text Connections 2.a Set a purpose for reading (this comes in the objectives for each module and explains to students why they are reading. For example, Fairy Tales are Fiction and teaches a lesson.) 2.b Graphic organizers. (These provide a framework for discussion and refection on what the students have read. For example, the Stick Man figure helps the students break down the character trains so that students can understand how the plot is driven by the actions of the character.) 2.c Post reading strategy is writin gletter to character or to news papers. (These activities help the student to understand what they've	1. Dawn Cardenas 2. Charles Grimes	1.a Direct instruction on how to connect with text and relate to what one already knows. 1.b BAT Scores: Students will demonstrate an understanding of DEEP details in all assignments. 2.a Utilizing the ADDIE method of curriculum design when designing the course. 2.b Grading student work when given a graphic oranizer. Making sure that the student has completed charts with more than minimal effort. 2.c Grading of student work using rubric for the assignment given.	1.a Completed graphic organizer 1.b BAT scores 2.a BAT testing 2.b Teacher made Evaluations

		read and the meaning of the work as a whole, by having to write a thoughtful response to the piece of literature.)			
2	Shift from NGSS to CCSS.	Active Reading Strategies: Monitoring Meaning Stick Note Strategy	Dawn Cardenas	Direct instruction on how to become an active participant in the reading process using "Talking Back to Text" bookmarks.	Sticky Notes
3	na	na	na	na	na

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June 2013, the percentage of ELL students in grades 6-10, not making satisfactory progress in Reading will be reduced by half.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (one out of two) of ELL students did not make satisfactory progress in Reading.	25% of ELL students will make satisfactory progress in Reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1. Making Text Connections 2.a Set a purpose for reading (this comes in the objectives for each module and explains to students why they are reading. For example, Fairy Tales are Fiction and teaches a lesson.) 2.b Graphic organizers. (These provide a framework for discussion and refection on what the students have read. For example, the Stick Man figure helps the students break down the character trains so that students can understand how the plot is driven by the actions of the character.) 2.c Post reading strategy is writin gletter to character or to news papers. (These activities help the student to understand what they've read and the meaning of the work as a whole, by having to write a thoughtful response to the piece of literature.)	1. Dawn Cardenas 2. Charles Grimes	1.a Direct instruction on how to connect with text and relate to what one already knows. 1.b BAT Scores: Students will demonstrate an understanding of DEEP details in all assignments. 2.a Utilizing the ADDIE method of curriculum design when designing the course. 2.b Grading student work when given a graphic oranizer. Making sure that the student has completed charts with more than minimal effort. 2.c Grading of student work using rubric for the assignment given.	1.a Completed graphic organizer 1.b BAT scores 2.a BAT testing 2.b Teacher made Evaluations
	Shift from NGSS to CCSS.	Active Reading	Dawn Cardenas	Direct instruction on how	Sticky Notes

2		Strategies: Monitoring Meaning

Stick Note Strategy | | to become an active participant in the reading process using "Talking Back to Text" bookmarks. | |
| 3 | na | na | na | na | na |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading.

Reading Goal #5D:	By June 2013, the percentage of SWD students in grades 6-10 not making satisfactory progress in reading will be reduced by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (4/11) of SWD students did not make satisfactory progress in Reading.	32% of SWD student will not make satisfactory progress in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1. Making Text Connections

2.a Set a purpose for reading (this comes in the objectives for each module and explains to students why they are reading. For example, Fairy Tales are Fiction and teaches a lesson.)

2.b Graphic organizers. (These provide a framework for discussion and refection on what the students have read. For example, the Stick Man figure helps the students break down the character trains so that students can understand how the plot is driven by the actions of the character.)

2.c Post reading strategy is writin gletter to character or to news papers. (These activities help the student to understand what they've read and the meaning of the work as a whole, by having to write a thoughtful response to the piece of literature.) | 1. Dawn Cardenas

2. Charles Grimes | 1.a Direct instruction on how to connect with text and relate to what one already knows.

1.b BAT Scores: Students will demonstrate an understanding of DEEP details in all assignments.

2.a Utilizing the ADDIE method of curriculum design when designing the course.

2.b Grading student work when given a graphic oranizer. Making sure that the student has completed charts with more than minimal effort.

2.c Grading of student work using rubric for the assignment given. | 1.a Completed graphic organizer

1.b BAT scores

2.a BAT testing

2.b Teacher made Evaluations |
| 2 | Shift from NGSS to CCSS. | Active Reading Strategies: Monitoring Meaning

Stick Note Strategy | Dawn Cardenas | Direct instruction on how to become an active participant in the reading process using "Talking Back to Text" bookmarks. | Sticky Notes |
| 3 | na | na | na | na | na |

	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:				

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2013, the percentage of economically disadvantaged students in grades 6-10 not making satisfactory progress in Reading will be reduced by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (12/49) of economically disadvantaged students did not make satifactory progress in Reading.	21% of economically disadvantaged student will not make satisfactory progress in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1. Making Text Connections 2.a Set a purpose for reading (this comes in the objectives for each module and explains to students why they are reading. For example, Fairy Tales are Fiction and teaches a lesson.) 2.b Graphic organizers. (These provide a framework for discussion and refection on what the students have read. For example, the Stick Man figure helps the students break down the character trains so that students can understand how the plot is driven by the actions of the character.) 2.c Post reading strategy is writin gletter to character or to news papers. (These activities help the student to understand what they've read and the meaning of the work as a whole, by having to write a thoughtful response to the piece of literature.)	1. Dawn Cardenas 2. Charles Grimes	1.a Direct instruction on how to connect with text and relate to what one already knows. 1.b BAT Scores: Students will demonstrate an understanding of DEEP details in all assignments. 2.a Utilizing the ADDIE method of curriculum design when designing the course. 2.b Grading student work when given a graphic oranizer. Making sure that the student has completed charts with more than minimal effort. 2.c Grading of student work using rubric for the assignment given.	1.a Completed graphic organizer 1.b BAT scores 2.a BAT testing 2.b Teacher made Evaluations
2	Shift from NGSS to CCSS.	Active Reading Strategies: Monitoring Meaning Stick Note Strategy	Dawn Cardenas	Direct instruction on how to become an active participant in the reading process using "Talking Back to Text" bookmarks.	Sticky Notes
3	5E.1 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	5E.1 Full-time students achieving Level 1 or 2 will be enrolled in a reading course.	5E.1 Principal Guidance/Teacher Team Dawn Cardenas, Curriculum Specialist	5E.1 Teacher will use FCAT scores to determine students in need of intervention.	5E.1 Teacher developed assessment and BAT.
	5E.2 The virtual	5E.2 Teacher will utilize	5E.2 Principal	5E.2 Teacher will use	5E.2 Teacher

4	education format inhibits the ability to deliver academic interventions on a consistent basis.	weekly web e-class sessions using Elluminate or telphone to offer distance learning tutorial sessions.	Guidance/Teacher Team Curriculum Specialist	informal assessments (pre and post) to determine student progress in targeted strand.	developed assessment and BAT.
5	5E.3 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	5E.3 Targeted full-time students will participate in regular instructional activities facilitated by BVS faculty.	5E.3 Principal Guidance/Teacher Team Curriculum Specialist	5E.3 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	5E.3 Teacher developed assessment and BAT.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards will be studied by faculty members through a Professional Learning Community delivery.	6-12	Principal	All faculty members	November 2012 through June 2013	Monthly discussions	Principal
Faculty members will participate in at least 4 content area professional development sessions delivered by Florida Virtual School trainers.	6-12	FLVS trainers	All faculty members	September 2012 through June 2013	Professional Development Activity Log	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
not applicable			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers and students will have adequate technology to access the learning management system.	computer hardware, software, telecommunication devices	general budget	$50,000.00
			Subtotal: $50,000.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
BVS teachers will participate in professional development opportunities provided by Florida Virtual School trainers specific to distance learning pedagogy and CCSS.	FLVS professional development team	general budget	$50,000.00
		Subtotal: $50,000.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
BVS will use Florida Virtual School curriculum to provide course availability to students.	FLVS course licensing	general budget	$200,000.00
		Subtotal: $200,000.00	
		Grand Total: $300,000.00	

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Middle School Mathematics Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By June 2013, 40% of students in grades 6-8 will achieve Level 3 in Mathematics.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
37% (61/165) of students achieved Level 3 in Mathematics.	40% will meet the target

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	1a.1 Provide monthly/weekly live Elluminate sessions to address students'areas of weakness in the course. The sessions will also allow for instruction and ractice with real world problems and will bridge the gap between the course curriculum and what is being assessed on FCAT. The live sessions will be recorded and posted as a resource for middle school students.	1a.1 Principal Guidance/Teacher Team	1a.1 Teachers will use informal assessments (pre and post) to determine if the Elluminate sessions are improving student proficiency in targeted Big/Supporting Idea.	1a.1 Teacher developed assessment and BAT.
2	1a.2 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	1a.2 Record end of module reviews that can be viewed by all students at their time of readiness to assist them in reviewing concepts from the module.	1a.2 Principal Guidance/Teacher Team	1a.2 Teachers will speak with students during their discussion based assessments (DBAs) to see whether students are watching the recordings and benefitting from them. Teachers will also review the students' module tests scores.	1a.2 Module tests int he courses and DBAs.
3	1a.3 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	1a.3 Ensure student access to sites for extra practice/reinforcment (Khan Academy, for example) on our Dashboard and send out monthly encouragement to visit sites and look at a particular topic.	1a.3 Principal Guidance/Teacher Team	1a.3 Teachers will speak with students during their discussion based assessments to see whether students are using the sites for extra practice and benefitting from them.	1a.3 DBAs
4	1a.4 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	1a.4 Use school days (face-to-face) to reinforce areas of weakness and help the math to come alive and be fun. Also use school days to go over gridding procedures for FCAT as well as test taking strategies.	1a.4 Principal Guidance/Teacher Team	1a.4 Teachers will use informal assessments (pre and post) to determine if the School Days sessions are improving student proficiency in targeted Big/Supporting Idea.	1a.4 Teacher developed assessment and BAT.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5	1a.5 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	1a.5 Use DBAs as tutorials to target lower level math students and focus on missed questions on course practice tests.	1a.5 Principal Guidance/Teacher Team	1a.5 Teacher will determine if this strategy is working by reviewing test scores and BAT data.	1a.5 Teacher developed assessments, module tests, and BAT.
6	1a.6 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	1a.6 Provide students with reliable access to computers, the Internet, and to allow students to complete their coursework in a distraction-free, collaborative classroom environment.	1a.6 Principal Guidance/Teacher Team	1a.6 The BVS computer lab will be open for students Monday through Thrusday from 9AM - 1PM. Students will be able to complete coursework as well as collaborate with peers in a supervised setting.	1a.6 Teacher developed assessments, module tests, BAT, and Pace chart review (to ensure students are staying on pace).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By June 2013, 40% of students in grades 6-8 will achieve Level 4 or 5 in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (58/165) of students achieved Level 4 or 5 in Mathematics.	40% will meet the target.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2a.1 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	2a.1 Monthly/weekly live Elluminate sessions to address students' areas of weakness in the course. The sessions will also allow for instruction and practice with real	2a.1 Principal Guidance/Teacher Team	2a.1 Teachers will use informal assessments (pre and post) to determine if the Elluminate sessions are improving student proficiency in targeted	2a.1 Teacher developed assessment and BAT.

					Big/Supporting Idea.	
1		world problems and will bridge the gap between the course curriculum and what is being assessed on FCAT. The live sessions will be recorded and posted as a resource for middle school students.				
2	2a.2 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	2a.2 Record end of module reviews that can be viewed by alls tudents at their time of readiness to assist them in reviewing concepts from the module.	2a.2 Principal Guidance/Teacher Team	2a.2 Teachers will speak with students during their discussion based assessments (DBAs) to see whether students are watching the recordings and benefitting from them. Teachers will also review the students' module test scores.	2a.2 Module tests in the courses and DBAs.
3	2a.3 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	2a.3 Ensure student access to sites for extra practice/reinforcement (Khan Academy, for example) on our Dashboard and send out monthly encouragement to visit sites and explore particular topics.	2a.3 Principal Guidance/Teacher Team	2a.3 Teachers will speak with students during their discussion based assessments to see whether students are using the sites for extra practice and benefitting from them.	2a.3 DBAs
4	2a.4 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	2a.4 Use School Days (face-to-face time) to reinforce areas of weakness and help the math to come alive and be fun. Also use School Days to go over gridding procedures for FCAT as well as test taking strategies.	2a.4 Principal Guidance/Teacher Team	2a.4 Teachers will use informal assessments (pre and post) to determine if School Days sessions are improving student proficiency in targeted Big/Supporting Idea.	2a.4 Teacher developed assessment and BAT.
5	2a.5 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	2a.5 Use DBAs as tutorials to target lower level math students and focus on missed questions on course practice tests.	2a.5 Principal Guidance/Teacher Team	2a.5 Teachers will determine if this strategy is working by reviewing test scores and BAT data.	2a.5 Teacher developed assessment, module tests, and BAT.
6	2a.6 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	2a.6 Provide students with reliable access to computers, the Internet, and to allow students to complete their coursework in a distrction-free, collaborative classroom environment.	2a.6 Principal Guidance/Teacher Team	2a.6 The BVS computer lab will be open for students Monday through Thurday from 9AM-1PM. Students will be able to complete courseowrk as well as collaborate with peers in a supervised setting.	2a.6 Teacher developed assessments, module tests, BAT, and Pace chart review (to ensure students are staying in pace).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By June 2013, 72% of students in grades 6-8 will demonstrate learning gains in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (90/131) of students made learning gains in Mathematics.	72% will meet the target

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	3a.1 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	3a.1 Provide monthly/weekly live Elluminate sessions to address students' areas of weakness in the course. The sessions will also allow for instruction and practice with real world problems and will bridge the ap between the course curriculum and what is being assessed on FCAT. The live sessions will be recorded and posted as a resource for middle school students.	3a.1 Principal Guidance/Teacher Team	3a.1 Teachers will use informal assessments (pre and post) to determine if the Elluminate sessions are improving student proficiency in targeted Big/Supporting Idea.	3a.1 Teacher developed assessment and BAT.
2	3a.2 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	3a.2 Record end of module reviews that can be viewed by all students at their time of readiness to assist them in reviewing concepts from the module.	3a.2 Principal Guidance/Teacher Team	3a.2 Teachers will speak with students during their discussion based assessments (DBAs) to see whether students are watching the recording and benefitting fromthem. Teachers will also review the students' module test scores.	3a.2 Module tests int he courses and DBAs.
3	3a.3 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	3a.3 Ensure student access to sites for extra practice/reinforcement (Khan Academy, for example) on our Dashboard and send out monthly encouragement to visit sites and explore particular topics.	3a.3 Principal Guidance/Teacher Team	3a.3 Teachers will speak with students during their discussion based assessments to see whether students are using the sites for extra practice and benefitting from them.	3a.3 DBAs
4	3a.4 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	3a.4 Use school days (face-to-face time) to reinforce areas of weakness and help the math to come alive and be fun. Also use school	3a.4 Principal Guidance/Teacher Team	3a.4 Teachers will use informal assessments (pre and post) to determine if the School Days sessions are improving student	3a.4 Teacher developed assessment and BAT.

	days to go over gridding procedures for FCAT as well as test taking strategies.		proficiency in targeted Big/Supporting Idea.	
5	3a.5 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	3a.5 Use DBAs as tutorials to target lower level math students and focus on missed questions on course practice tests.	3a.5 Principal Guidance/Teacher Team	3a.5 Teachers will determine if this strategy is working by reviewing test scores and BAt data.	3a.5 Teacher developed assessment, module tests, and BAT
6	3a.6 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	3a.6 Provide students with reliable access to computers, the Internet, and to allow students to complete their coursework in a distraction-free, collaborative classroom environment.	3a.6 Principal Guidance/Teacher Team	3a.6 The BVS computer lab will be open for students Monday through Thursday from 9AM - 1PM. Studens will be able to complete coursework as well as collaborate with peers in a supervised setting.	3a.6 Teacher developed assessments, module tests, BAT, and pace chart review (to ensure students are staying on pace).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June 2013, 58% of students in grades 6-8, in the lowest 25%, will demonstrate learning gains in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (14/26) of students demonstrated learning gains in Mathematics.	58% will meet the target.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4.1 The virtual education format inhibits the ability	4.1 Monthly, live Elluminate sessions to	4.1 Principal	4.1 Teachers will use informal assessments	4.1 Teacher developed

1	to deliver academic interventions on a consistent basis.	address areas of weakness in the course or identified areas of weakness (traditionally areas of bsic arithmetic, formulas, measurement, rational numbers) which will be recorded and posted as a resouce for middle school students.	Guidance/Teacher Team	(pre and post) to determine student progress in targeted strand.	assessment and BAT.
2	4.2 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	4.2 Online preparation tutorials for students who will take an EOC.	4.2 Principal Guidance/Teacher Team	4.2 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	4.2 Teacher developed assessment and BAT.
3	4.3 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	4.3 Ensure student access to sites for extra practice/reinforement (Khan Academy, for example) on our Dashboard and send out monthly encouragement to visit sites and look at particular topic.	4.3 Principal Guidance/Teacher Team	4.3 Discussion based assessments.	4.3 Module tests in the courses.
4	4.4 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	4.4 Use school days to reinforce areas of weakness and help the math to come alive and be fun, with a focus on ESOL and ESE students.	4.4 Principal Guidance/Teacher Team	4.4 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	4.4 Teacher developed assessment and BAT.
5	4a.5 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	4a.5 Use DBAs as tutorials to target lower level math students and focus on missed questions on course practice tests.	4a.5 Principal Guidance/Teacher Team	4a.5 Teachers will determine if this strategy is working by reviewing test scores and BAt data.	4a.5 Teacher developed assessment, module tests, and BAT
6	4a.6 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	4a.6 Provide students with reliable access to computers, the Internet, and to allow students to complete their coursework in a distraction-free, collaborative classroom environment	4a.6 Principal Guidance/Teacher Team	4a.6 The BVS computer lab will be open for students Monday through Thursday from 9AM - 1PM. Studens will be able to complete coursework as well as collaborate with peers in a supervised setting.	4a.6 Teacher devoloped assessments, module tests, BAT, and pace chart review (to ensure students are staying on pace

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal #
	The percentage of students not achieving grade level proficiency will be reduced by 13%.
	5A : Therefore, by 2016-2017, 88% of students will achieve grade

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	75% of students	80% of students	82% of students	84% of students	86% of students	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.

Mathematics Goal #5B:	By June 2013, the percentage of students in grades 6-8 not making satisfactory progress in mathematics will be reduced by 3-5% per subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:

			White: 29% (24/81); Black 50% (11/22); Hispanic: 13% (5/37); Asian: 13% (2/15); American Indian: 0% (0/1).	White: 25%; Black: 45%; Hispanic: 10%; Asian: 10%; American Indian 0%.	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	5B.1 Provide monthly/weekly live Elluminate sessions to address students' areas of weakness in the course. The sessions will also allow for instruction and practice with real world problems and will bridge the gap between the course curriculum and what is being assessed on FCAT. The live sessions will be recorded and posted as a resource for middle school students.	5B.1 Principal Guidance/Teacher Team	5B.1 Teachers will use informal assessments (pre and post) to determine if the Elluminate sessions are improving student proficiency in targeted Big/Supporting Idea.	5B.1 Teacher developed assessment and BAT.
2	5B.2 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	5B.2 Record end of module reviews that can be viewed by all students at their time of readiness to assist them in reviewing concepts from the module.	5B.2 Principal Guidance/Teacher Team	5B.2 Teachers will speak with students during their discussion based assessments (DBAs) to see whether students are watching the recordings and benefitting from them. Teachers will also review the students' module test scores.	5B.2 Module tests in the courses and DBAs.
3	5B.3 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	5B.3 Ensure student access to sites fro extra practice/reinforcement (Khan Academy, for example) on our Dashboard and send out monthly encouragement to visit sites and look at a particular topic.	5B.3 Principal Guidance/Teacher Team	5B.3 Teachers will speak with students during their discussion based assessments to see whether students are using the sites for extra practice and benefitting from them.	5B.3 DBAs
4	5B.4 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	5B.4 Use school days (face-to-face time)to reinforce areas of weakness and help the math to come alive and be fun. Also use school days to go over gridding procedures for FCAT as well as test taking strategies.	5B.4 Principal Guidance/Teacher Team	5B.4 Teachers will use informal assessments (pre and post) to determine if the School Days sessions are improving student proficiency in targeted Big/Supporting idea.	5B.4 Teacher developed assessment and BAT.
5	5B.5 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	5B.5 Use DBAs as tutorials to target lower level math students and focus on missed questions on course practice tests.	5B.5 Principal Guidance/Teacher Team	5B.5 Teachers will determine if this strategy is working by reviewing test scores and BAT data.	5B.5 Teacher developed assessment and BAT.
6	5B.6 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	5B.6 Provide students with reliable access to computers, the Internet, and to allow students to complete their coursework in a distrction-free, collaborative classroom environment.	5B.6 Principal Guidance/Teacher Team	5B.6 The BVS computer lab will be open for students Monday through Thursday from 9AM-1PM. Students will be able to complete coursework as well as collaborate with peers in a supervised setting.	5B.6 Teacher developed assessments, module tests, BAT, and Pace chart review (to ensure students are staying on pace).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By June 2013, the percentage of ELL students in grades 6-8 not making satisfactory progress in Mathematics will be reduced by half.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1/2) of ELL students did not make satisfactory progress in Mathematics.	25% of ELL students will not make satisfactory progress in Mathematics.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	5C.1 Provide monthly/weekly live Elluminate sessions to address students' areas of weakness in the course. The sessions will also allow for instruction and practice with real world problems and will bridge the gap between the course curriculum and what is being assessed on FCAT. The live sessions will be recorded and posted as a resource for middle school students.	5C.1 Principal Guidance/Teacher	5C.1 Teachers will use informal assessments (pre and post) to determine if the Elluminate sessions are improving student proficiency in targeted Big/Supporting Idea.	5C.1 Teacher developed assessment and BAT.
2	5C.2 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	5C.2 Record end of module reviews that can be viewed by all students at their time of readiness to assist them in reviewing concepts from the module.	5C.2 Principal Guidance/Teacher Team	5C.2 Teachers will speak with students during their discussion based assessments (DBAs) to see whether students are watching the recordings and benefitting from them. Teachers will also review the students' module test scores.	5C.2 Module tests in the courses and DBAs.
3	5C.3 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	5C.3 Ensure student access to sites for extra practice/reinforcement (Khan Academy, for example) on our Dashboard and send out monthly encouragement to visit sites and look at a particular topic.	5C.3 Principal Guidance/Teacher Team	5C.3 Teachers will speak with students during their discussion based assessments to see whether students are using the sites for extra practice and benefitting from them.	5C.3 DBAs.
4	5C.4 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	5C.4 Use school days (face-to-face time)to reinforce areas of weakness and help the math to come alive and be fun. Also use school days to go over gridding procedures for FCAT as well as test taking strategies.	5C.4 Principal Guidance/Teacher Team	5C.4 Teachers will use informal assessments (pre and post) to determine if the School Days sessions are improving student proficiency in targeted Big/Supporting idea.	5C.4 Teacher developed assessment and BAT
5	5C.5 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	5C.5 Use DBAs as tutorials to target lower level math students and focus on missed questions on course practice tests.	5C.5 Principal Guidance/Teacher Team	5C.5 Teachers will determine if this strategy is working by reviewing test scores and BAT data.	5C.5 Teacher developed assessment and BAT.

6	5C.6 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	5C.6 Provide students with reliable access to computers, the Internet, and to allow students to complete their coursework in a distrction-free, collaborative classroom environment.	5C.6 Principal Guidance/Teacher Team	5C.6 The BVS computer lab will be open for students Monday through Thursday from 9AM-1PM. Students will be able to complete coursework as well as collaborate with peers in a supervised setting.	5C.6 Teacher developed assessments, module tests, BAT, and Pace chart review (to ensure students are staying on pace.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By June 2013, the percentage of SWD students in grades 6-8, not making satisfactory progress in Mathematics will be reduced by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (6/10) of SWD students did not make satisfactory progress in Mathematics.	56% of SWD students will not make satisfactory progress in Mathematics.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	5D.1 Provide monthly/weekly live Elluminate sessions to address students' areas of weakness in the course. The sessions will also allow for instruction and practice with real world problems and will bridge the gap between the course curriculum and what is being assessed on FCAT. The live sessions will be recorded and posted as a resource for middle school students.	5D.1 Principal Guidance/Teacher	5D.1 Teachers will use informal assessments (pre and post) to determine if the Elluminate sessions are improving student proficiency in targeted Big/Supporting Idea.	5D.1 Teacher developed assessment and BAT.
2	5D.2 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	5D.2 Record end of module reviews that can be viewed by all students at their time of readiness to assist them in reviewing concepts from the module.	5D.2 Principal Guidance/Teacher Team	5D.2 Teachers will speak with students during their discussion based assessments (DBAs) to see whether students are watching the recordings and benefitting from them. Teachers will also review the students' module test scores.	5D.2 Module tests in the courses and DBAs.
3	5D.3 The virtual education Format inhibits the ability to deliver academic instructiona nd interventions on a consisten basis.	5D.3 Ensure student access to sites for extrra practice/reinforcement (Khan Academy, for example) on our Dashboard and send out monthly encouragement to visit sites and look at a particular topic.	5D.3 Principal Guidance/Teacher Team	5D.3 Teachers will speak with students during their discussion based assessments to see whether students are using the sites for extra practice and benefitting from them.	5D.3 DBAs.
4	5D.4 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	5D.4 Use school days (face-to-face time)to reinforce areas of weakness and help the math to come alive and be fun. Also use school	5D.4 Principal Guidance/Teacher Team	5D.4 Teacers will use informal assessments (pre and post) to determine if the School Days sessions are improving student	5D.4 Teacher developed assessment and BAT

			days to go over gridding procedures for FCAT as well as test taking strategies.		proficiency in targeted Big/Supporting idea	
5	5D.5 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	5D.5 Use DBAs as tutorials to target lower level math students and focus on missed questions on course practice tests.	5D.5 Principal Guidance/Teacher Team	5D.5 Teachers will determine if this strategy is working by reviewing test scores and BAT data.	5D.5 Teacher developed assessment and BAT.
6	5D.6 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	5D.6 Provide students with reliable access to computers, the Internet, and to allow students to complete their coursework in a distrction-free, collaborative classroom environment.	5D.6 Principal Guidance/Teacher Team	5D.6 The BVS computer lab will be open for students Monday through Thursday from 9AM-1PM. Students will be able to complete coursework as well as collaborate with peers in a supervised setting.	5D.6 Teacher developed assessments, module tests, BAT, and Pace chart review (to ensure students are staying on pace.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June 2013, the percentage of economically disadvantaged students in grades 6-8 not making satisfactory progress in Mathematics will be reduced by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (14/42) of economically disadvantaged students did not make satisfactory progress in Mathematics.	30% of economically disadvantaged students will not make satisfactory progress in Mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	5E.1 Provide monthly/weekly live Elluminate sessions to address students' areas of weakness in the course. The sessions will also allow for instruction and practice with real world problems and will bridge the gap between the course curriculum and what is being assessed on FCAT. The live sessions will be recorded and posted as a resource for middle school students.	5E.1 Principal Guidance/Teacher	5E.1 Teachers will use informal assessments (pre and post) to determine if the Elluminate sessions are improving student proficiency in targeted Big/Supporting Idea.	5E.1 Teacher developed assessment and BAT.
2	5E.2 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	5E.2 Record end of module reviews that can be viewed by all students at their time of readiness to assist them in reviewing concepts from the module.	5E.2 Principal Guidance/Teacher Team	5E.2 Teachers will speak with students during their discussion based assessments (DBAs) to see whether students are watching the recordings and benefitting from them. Teachers will also review the students' mod	5E.2 Module tests in the courses and DBAs.
3	5E.3 The virtual education Format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	5E.3 Ensure student access to sites for extrra practice/reinforcement (Khan Academy, for example) on our Dashboard and send out	5E.3 Principal Guidance/Teacher Team	5E.3 Teachers will speak with students during their discussion based assessments to see whether students are using the sites for extra	5E.3 DBAs.

	monthly encouragement to visit sites and look at a particular topic.		practice and benefitting from them.	
4	5E.4 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	5E.4 Use school days (face-to-face time)to reinforce areas of weakness and help the math to come alive and be fun. Also use school days to go over gridding procedures for FCAT as well as test taking strategies.	5E.4 Principal Guidance/Teacher Team	5E.4 Teachers will use informal assessments (pre and post) to determine if the School Days sessions are improving student proficiency in targeted Big/Supporting idea	5E.4 Teacher developed assessment and BAT
5	5E.5 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	5E.5 Use DBAs as tutorials to target lower level math students and focus on missed questions on course practice tests.	5E.5 Principal Guidance/Teacher Team	5E.5 Teachers will determine if this strategy is working by reviewing test scores and BAT data.	5E.5 Teacher developed assessment and BAT.
6	5E.6 The virtual education format inhibits the ability to deliver academic instruction and interventions on a consistent basis.	5E.6 Provide students with reliable access to computers, the Internet, and to allow students to complete their coursework in a distrction-free, collaborative classroom environment.	5E.6 Principal Guidance/Teacher Team	5E.6 The BVS computer lab will be open for students Monday through Thursday from 9AM-1PM. Students will be able to complete coursework as well as collaborate with peers in a supervised setting.	5E.6 Teacher developed assessments, module tests, BAT, and Pace chart review (to ensure students are staying on pace.

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Algebra End-of-Course (EOC) Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	By June 2013, 44% of Algebra students will achieve Level 3 on the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (53/127) of students achieved Level 3 in Algebra.	44% will meet the target.

Problem-Solving Process to Increase Student Achievement				
		Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	Work on students' weaknesses during monthly calls and with Blackboard Collaborate review sessions.	Frank Koegel	See if students are able to explain the process to find answers for topics inw hich they struggle. Make sure they know the steps and not just shortcuts.	Discussion Based Assessment
2	Shift from NGSS to CCSS.	Monitor matieral in the lessons to make sure they match the new standards. use Blackboard Collaborate to record lectures coving materialf rom the new standards not adequately covered in the lessons.	Frank Koegel	Have students describe what they learned from the recordings and state if they gained knowledge that was not available in their lessons.	Discussion Based Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	By June 2013, 42% of Algebra studnes will achieve Level 4 or 5 on the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (49/127) of students achieved Level 4 or 5 in the Algebra EOC.	42% will meet the target.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	Work on students' weaknesses during monthly calls and with Blackboard Collaborate review sessions.	Frank Koegel	See if students are able to explain the process to find answers for topics in which they struggle. Make sure they know the steps and not just shortcuts.	Discussion Based Assessment.
2	Shift from NGSS to CCSS.	Monitor material in the lessons to make sure they match the new standards. Use Blackboard Collaborate to record lectures covering material from the new standards not adequately covered in the lessons.	Frank Koegel	Have students describe what they learned from the recordings and state if they gained knowledge that was not available in their lessons.	Discussion Based Assessment.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # `90% of students will achieve Level 3 or higher on the Algebra EOC exam.` 3A :				

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	100% scored Le					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	By June 2013, the percentage of Algebra students not making saisfactory progress in Algebra will be reduced by 2-3% per subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 23% (14/62); Black: 25% (3/12); Hispanic: 9% (3/32); Asian: 8% (1/13); American Indian 0% (0/1).	White: 20%; Black: 22%; Hispanic: 7%; Asian: 6%; American Indian: 0%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The virtual edcuation format inhibits the ability to deliver academic interventions on a consistent basis.	Work on students' weaknesses during monthly calls and with Blackboard Collaborate review sessions.	Frank Koegel	See if students are able to explain the process to find answers for topics in which they struggle. Make sure they know the steps and not just shortcuts.	Discussion Based Assessment.
2	Shift form NGSS to CCSS.	Monitor material in the lessons to make sure they match the new standards. Use Blackboard Collaborate to record lectures covering material from the new standards not adequately covered in the lessons.	Frank Koegel	Have students describe what they learned from the recordings and state if they gained knowledge that was not availabe in their lessons.	Discussion Based Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	By June 2013, the percentage of ELL students not making satisfactory progress in Algebra will be reduced by half.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1/2) of ELL students did not make satisfactory progress in Algebra.	25% of ELL students will not make satisfactory progress in Algebra.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	Work on students' weaknesses during monthly calls and with Blackboard Collaborate review sessions.	Frank Koegel	See if students are able to explain the process to find answers for topics in which they struggle. Make sure they know the steps and not just shortcuts.	Discussion Based Assessment.
	Shift from NGSS to CCSS.	Monitor material in the lessons to make sure they match the new	Frank Koegel	Have students describe what they learned from the recordings and state	Discussion Based Assessment.

		standards. Use Blackboard Collaborate to record lectures covering material from the new standards not adequately covered in the lessons.		if they gained knowledge that was not availabe in their lessons.	
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	By June 2013, the percentage of SWD students not making satisfactory progress in Algebra will be reduced by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (3/6) of SWD students did not make satisfactory progress in Algebra.	45% of SWD students will not make satisfactory progress in Algebra.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	Work on students' weaknesses during monthly calls and with Blackboard Collaborate review sessions.	Frank Koegel	See if students are able to explain the process to find answers for topics in which they struggle. Make sure they know the steps and not just shortcuts.	Discussion Based Assessments.
2	Shift from NGSS to CCSS.	Monitor matieral in the lesson to make sure they match the new standards. Use Blackboard Collaborate to record lefctures covering material from the new standards not adequately covered in the lessons.	Frank Koegel	Have students describe what they learned from the recordings and state if they gained knowledge that was not avaialabe in their lessons.	Discussion Based Assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	By June 2013, the percentage of economically disadvantaged students not making satisfactory progress in Algebra will be reduced by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (9/33) of economically disadvantaged students did not make satisfactory progress in Algebra.	24% of economically disadvantaged students will not make satisfactory progress in Algebra.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The virtual education format inhibits the ability to deliver academic interventions on a	Work on students' weaknesses during monthly calls and with Blackboard Collaborate	Frank Koegel	See if students are able to explain the process to find answers for topics in which they struggle.	Discussion Based Assessment.

				Make sure they know the steps and not just shortcuts.	
2	Shift from NGSS to CCSS.	Monitor material in the lessons to make sure they match the new standards. Use Blackboard Collaborate to record lectures covering material from the new standards not adequately covered in the lessons.	Frank Koegel	Have students describe what they learned from the recordings and state if they gained knowledge that was not availabe in their lessons.	Discussion Based Assessment.

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	By June 2013, 40% of Geometry students will achieve Level 3 on the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (13/35) of students achieved Level 3 in Geometry.	40% will meet the target.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	Weekly live/recorded web sessions to guide and re-teach focused topic areas for the EOC.	Melanie McCutcheon	Attendance record of students in sessions. Scored outcome of the EOC in Geometry.	EOC exam.
2	Shift from NGSS to CCSS.	Bi-weekly open tutorial sessions.	Melanie McCutcheon	Attendance in bi-weekly sessions. Conversations during DBAS (oral exams) that reflect concepts reviewed during session. Require students that have a grade below 70% to attend.	Pre-Test to Practice Test to final module exam improvement.
3		Resubmission opportunities to focus on content mastery.	Melanie McCutcheon	Teacher feedback encourages corrections on "every missed question." (This includes reset/redo assessments and emailed corrections on misseed questions #1-3.) Module exam evaluation is used to determine student understanding based on effort to correct missed problems in the module.	End of module exam and semester exam.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	By June 2013, 60% of Geometry students will achieve Level 4 or 5 on the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (20/35) of students achieved level 4 or 5 in Geometry.	60% will meet the target.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
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<tr><td>1</td><td>The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.</td><td>Weekly live/recorded web sessions to guide and re-teach focused topic areas for the EOC.</td><td>Melanie McCutcheon</td><td>Attendance record of students in sessions. Scored outcome of the EOC in Geometry.</td><td>EOC exam.</td></tr>
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</table>

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 90% of students will achieve level 3 or higher on the Geometry EOC. 3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	By June 2013, the percentage of Geometry students not making satisfactory progress in Geometry will be reduced

			by 2-5% per subgroup.		

Geometry Goal #3B:					

2012 Current Level of Performance:			2013 Expected Level of Performance:		
White: 6% (1/18); Black: 50% (1/2); Hispanic: 0% (0/8); Asian: 0% (0/2); American Indian: 0% (0/0)			White: 4%; Black: 45%; Hispanic: 0%; Asian: 0%; American Indian: 0%		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	Weekly live/recorded web sessions to guide and re-teach focused topic areas for the EOC.	Melanie McCutcheon	Attendance record of students in sessions. Scored outcome of the EOC in Geometry.	EOC exam.
2	Shift from NGSS to CCSS.	Bi-weekly open tutorial sessions.	Melanie McCutcheon	Attendance in bi-weekly sessions. Conversations during DBAS (oral exams) that reflect concepts reviewed during session. Require students that have a grade below 70% to attend.	Pre-Test to Practice Test to final module exam improvement.
3		Resubmission opportunities to focus on content mastery.	Melanie McCutcheon	Teacher feedback encourages corrections on "every missed question." (This includes reset/redo assessments and emailed corrections on misseed questions #1-3.) Module exam evaluation is used to determine student understanding based on effort to correct missed problems in the module.	End of module exam and semester exam.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:			By June 2013, the percentage of ELL students not making satisfactory progress in Geometry will stay the same.		

2012 Current Level of Performance:			2013 Expected Level of Performance:		
0% (0/0) of ELL students did not make satisfactory progress in Geometry.			0% of ELL students will not make satisfactory progress in Geometry.		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The virtual education format inhibits the ability to deliver	Weekly live/recorded web sessions to guide and re-teach focused	Melanie McCutcheon	Attendance record of students in sessions. Scored outcome of the	EOC exam.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	academic interventions on a consistent basis.	topic areas for the EOC.		EOC in Geometry.	
2	Shift from NGSS to CCSS.	Bi-weekly open tutorial sessions.	Melanie McCutcheon	Attendance in bi-weekly sessions. Conversations during DBAS (oral exams) that reflect concepts reviewed during session. Require students that have a grade below 70% to attend.	Pre-Test to Practice Test to final module exam improvement.
3		Resubmission opportunities to focus on content mastery.	Melanie McCutcheon	Teacher feedback encourages corrections on "every missed question." (This includes reset/redo assessments and emailed corrections on misseed questions #1-3.) Module exam evaluation is used to determine student understanding based on effort to correct missed problems in the module.	End of module exam and semester exam.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	By June 2013, the percentage of ELL students not making satisfactory progress in Geometry will stay the same.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0/1) of SWD students did not make satisfactory progress in Geometry.	0% of SWD students will not make satisfactory progress in Geometry.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	Weekly live/recorded web sessions to guide and re-teach focused topic areas for the EOC.	Melanie McCutcheon	Attendance record of students in sessions. Scored outcome of the EOC in Geometry.	EOC exam.
2	Shift from NGSS to CCSS.	Bi-weekly open tutorial sessions.	Melanie McCutcheon	Attendance in bi-weekly sessions. Conversations during DBAS (oral exams) that reflect concepts reviewed during session. Require students that have a grade below 70% to attend.	Pre-Test to Practice Test to final module exam improvement.
3		Resubmission opportunities to focus on content mastery.	Melanie McCutcheon	Teacher feedback encourages corrections on "every missed question." (This includes reset/redo assessments and emailed corrections on misseed questions #1-3.) Module exam	End of module exam and semester exam.

			evaluation is used to determine student understanding based on effort to correct missed problems in the module.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	June 2013, the percentage of economically disadvantaged students not making satisfactory progress in Geometry will be reduced by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (1/4) of economically disadvantaged students did not make satisfactory progress in Geometry.	21% of economically disadvantaged students willn ot make satisfactory progress in Geometry.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	Weekly live/recorded web sessions to guide and re-teach focused topic areas for the EOC.	Melanie McCutcheon	Attendance record of students in sessions. Scored outcome of the EOC in Geometry.	EOC exam.
2	Shift from NGSS to CCSS.	Bi-weekly open tutorial sessions.	Melanie McCutcheon	Attendance in bi-weekly sessions. Conversations during DBAS (oral exams) that reflect concepts reviewed during session. Require students that have a grade below 70% to attend.	Pre-Test to Practice Test to final module exam improvement.
3		Resubmission opportunities to focus on content mastery.	Melanie McCutcheon	Teacher feedback encourages corrections on "every missed question." (This includes reset/redo assessments and emailed corrections on misseed questions #1-3.) Module exam evaluation is used to determine student understanding based on effort to correct missed problems in the module.	End of module exam and semester exam.

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards will be studied by faculty members through a Professional Learning Community delivery.	6-12	Principal	All faculty members	November 2012 through June 2013	Monthly discussions	Principal
Faculty members will participate in at least 4 content area professional development sessions delivered by Florida Virtual School trainers.	6-12	FLVS trainers	All faculty members	September 2012 through June 2013	Professional Development Activity Log	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By June 2013, 56% of students in grade 8 will achieve Level 3 in science.

			2012 Current Level of Performance:		2013 Expected Level of Performance:

2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (26/49) of students achieved Level 3 in Science.	56% will meet target.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1.1 Targeted full-time students will participate in regular face to face hands-on and experimental instructional activities facilitated by BVS teachers.	1.1 Principal Teachers	1.1 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	1.1 Student work samples.
2	1.2 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1.2 Teachers will target student improvement in scientific writing to prepare students for the FCAT science test.	1.2 Principal Teachers	1.2 Lab activities: Teachers will evaluate students' lab reports to determine level of application of scientific method.	1.2 Student work samples.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1.1 Targeted full-time students will participate in regular face to face hands-on and experimental instructional activities facilitated by BVS teachers.	1.1 Principal Teachers	1.1 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	1.1 Student work samples
2	1.1 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1.1 Targeted full-time students will participate in regular face to face hands-on and experimental instructional activities facilitated by BVS teachers.	1.1 Principal Teachers	1.1 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	1.1 Student work samples
3	1.1 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1.1 Targeted full-time students will participate in regular face to face hands-on and experimental instructional activities	1.1 Principal Teachers	1.1 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	1.1 Student work samples

			Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		facilitated by BVS teachers.			
4	1.1 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1.1 Targeted full-time students will participate in regular face to face hands-on and experimental instructional activities facilitated by BVS teachers.	1.1 Principal Teachers	1.1 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	1.1 Student work samples

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By June 2013, 15% of 8th grade students will achieve at Level 4 or 5 in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (6/49) of students achieved Levels 4 or 5 in Science.	15% will meet the target

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>1.1 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.</td><td>1.1 Targeted full-time students will participate in regular face to face hands-on and experimental instructional activities facilitated by BVS teachers.</td><td>1.1 Principal Teachers</td><td>1.1 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.</td><td>1.1 Student work samples.</td></tr>
<tr><td>2</td><td>1.2 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.</td><td>1.2 Teachers will target student improvement in scientific writing to prepare students for the FCAT science test.</td><td>1.2 Principal Teachers</td><td>1.2 Lab activities: Teachers will evaluate students' lab reports to determine level of application of scientific method.</td><td>1.2 Student work samples.</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
</table>

No Data Submitted

Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Biology End-of-Course (EOC) Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	By June 2013, 27% of Biology students will achieve Level 3 on the Biology EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (10/37) of students achieved Level 3 in Biology.	27% will meet the target.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1. Full-time biology students will participate in scheduled Elluminate sessions to prepare for the Biology EOC.	1. Principal and Teachers	1.a. Teachers will use Elluminate to help students review important topics for the Biology EOC. 1.b. Teachers will conduct simulated labs to reinforce the lab concepts needed for the Biology EOC.	1. Student participation in Elluminate activities.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	By June 2013, 73% of Biology students will achieve Level 4 or 5 on the Biology EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% 927/37) of students achieved Level 4 or 5 in Biology.	73% will meet the target.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1. Full-time biology students will participate in scheduled Elluminate sessions to complete lab activites needed for the Biology EOC.	1. Principal and Teachers.	1.a. Teacher will use Elluminate to help students review important topics for the Biology EOC. 1.b. Teacher will conduct simulated labs to reinforce the lab concepts needed for the Biology EOC.	1. Student participation in Elluminate activities.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards will be studied by faculty members through a Professional Learning Community delivery.	6-12	Principal	All faculty members	November 2012 through June 2013	Monthly discussions	Principal
Faculty members will participate in at least 4 content area professional development sessions delivered by Florida Virtual School trainers.	6-12	FLVS trainers	All faculty members	September 2012 through June 2013	Professional Development Activity Log	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
not applicable			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers and students will have adequate technology to access the learning management systems.	Computer Hardware, software, telecommunication devices	general budget	$50,000.00
			Subtotal: $50,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
BVS teachers will participate in professional development opportunities provided by Florida Virtual School trainers specific to distance learning pedagogy and CCSS.	FLVS professional development team.	general budget	$50,000.00
			Subtotal: $50,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
BVS will use Florida Virtual School curriculum to provide course availibility to students.	FLVS course licensing	general budget	$200,000.00
			Subtotal: $200,000.00
			Grand Total: $300,000.00

End of Science Goals

Writing Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By June 2013, 91 % of students will achieve level 3 or higher in Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (81/91) of students achieved Level 3 or higher in Writing.	91% will meet the target.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1. Teachers will emphasize ideas, organization, word choice, focus, sentence fluency, voice and conventions when grading students' work. 2.a Brainstorming Strategies: cubing, free writing, mapping/clustering, researching, listing. 2.b Editing: sentence Combing, sentence fluency, student critiques via discussion board, study of striting models for students to emulate author's style. 3. TRIC Paragraph Writing.	1. Teachers 2. Charles Grimes 3. Dawn Cardenas	1. Teachers will utilize Six Traits Writing Rubric when grading assignments. 2.a ADDIE strategy of instructional desing: used by developer of the course. 2.b. Rubrics developed by FLVS and teachers. 3.a. Direct instruction on how to form effective paragraphs using TRIC. 3.b. FCAT Writing Scores.	1. Student work samples. 2.a School based writing workshop 2.b Student published work graded by teachers. 3.a. Essays completed in the content area. 3.b. FCAT scores.
2	1.2 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1.2 Face to face instructional activities will be proved to instruct students in persuasive and expository writing.	1.2 Principal Teachers	1.2 Curriculum Specialist will administer a writing assessment (prompt) to determine baseline data for each student. Scores will be bsed on the NCTE/IRA Six Writing Traits rubric.	1.2 Teacher assessment (prompt).
3	1.3 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1.3 Targeted students will be provided intensive writing interventions.	1.3 Curriculum Specialist	1.3 Curriculum Specialist will administer a writing assessment (prompt) to determine baseline data for each student. Scores will be based on the NCTE/IRA Six Writing Traits rubric.	1.3 Teacher developed assessment (prompt).
4	1.4 Shift from NGSS to CCSS.	3 point Blueprinted Thesis Statement	Dawn Cardenas	Direct instruction on how to develop and write a 3 point blueprinted thesis statement.	Essays completed in the content area.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
not applicable	not applicable

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Train faculty to search for TRIC strategy						
Train faculty to search for effective thesis statements.						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers and students will have adequate technology to access the learningmanagement systems.	Computer Hardware, Software, Telecommunication Devices	general budget	$50,000.00
			Subtotal: $50,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

BVS teachers will participate in professional development opportunities provided by Florida Virtual School trainers specific to distance learning pedagogy and CCSS.	FLVS professional development team	general budget	$50,000.00

	Subtotal: $50,000.00

Strategy	Description of Resources	Funding Source	Available Amount
BVS will use Florida Virtual School curriculum to provide course availability to students.	FLVS course licensing	general budget	$200,000.00

	Subtotal: $200,000.00
	Grand Total: $300,000.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Civics Goals

U.S. History End-of-Cource (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S.	

History.

U.S. History Goal #1:

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers and students will have adequate technology to access the learning management systems.	Computer hardware, software, telecommunication devices	general budget	$50,000.00
			Subtotal: $50,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
BVS teachers will participate in professional development opportunities provided by Florida Virtual School trainers specific to distance learning pedagogy and CCSS.	FLVS professional development team	general budget	$50,000.00
			Subtotal: $50,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
BVS will use Florida Virtual School curriculum to provide course availability to students	FLVS course licensing	general budget	$200,000.00
			Subtotal: $200,000.00
			Grand Total: $300,000.00

End of U.S. History EOC Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Not applicable to virtual education.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
na	na
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
na	na
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
na	na

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	na	na	na	na	na

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension	
Suspension Goal #1:	Not applicable to virtual education.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
na	na
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
na	na
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
na	na
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
na	na

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	na	na	na	na	na

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	By June 2013, BVS will demonstrate a 3 percentage point increase in its graduation rate.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
not applicable	unknown
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
Presently unknown, waiting for district report.	unknown

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 BVS serves students who face health challenges and teen pregnancy.	1.1 Teachers will ensure students remain on pace to complete course on time.	1.1 Teachers Guidance Counselor	1.1 Student pace charts	1.1 Teacher completion rates.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	All parents and students will attend a face-to-face orientation session to ensure parental involvement in the educational process.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
100%	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students do not physically attend school at BVS.	1.1 BVS will hold multiple orientation sessions to engage parents in the educational process.	1.1 Principal Guidance Counselors	1.1 Successful student completion rates.	1.1 Monitoring reports.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

Subtotal: $0.00

Grand Total: $0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	not applicable			$0.00
Science	not applicable			$0.00
				Subtotal: $0.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers and students will have adequate technology to access the learning management system.	computer hardware, software, telecommunication devices	general budget	$50,000.00
Science	Teachers and students will have adequate technology to access the learning management systems.	Computer Hardware, software, telecommunication devices	general budget	$50,000.00
Writing	Teachers and students will have adequate technology to access the learningmanagement systems.	Computer Hardware, Software, Telecommunication Devices	general budget	$50,000.00
U.S. History	Teachers and students will have adequate technology to access the learning management systems.	Computer hardware, software, telecommunication devices	general budget	$50,000.00
				Subtotal: $200,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	BVS teachers will participate in professional development opportunities provided by Florida Virtual School trainers specific to distance learning pedagogy and CCSS.	FLVS professional development team	general budget	$50,000.00
Science	BVS teachers will participate in professional development opportunities provided by Florida Virtual School trainers specific to distance learning pedagogy and CCSS.	FLVS professional development team.	general budget	$50,000.00
Writing	BVS teachers will participate in professional development opportunities provided by Florida Virtual School trainers specific to distance learning pedagogy and CCSS.	FLVS professional development team	general budget	$50,000.00
U.S. History	BVS teachers will participate in professional development opportunities provided by Florida Virtual School trainers specific to distance learning pedagogy and CCSS.	FLVS professional development team	general budget	$50,000.00
				Subtotal: $200,000.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	BVS will use Florida Virtual School curriculum to provide course availability to students.	FLVS course licensing	general budget	$200,000.00
Science	BVS will use Florida Virtual School curriculum to provide course availibility to students.	FLVS course licensing	general budget	$200,000.00
Writing	BVS will use Florida Virtual School curriculum to provide course availability to students.	FLVS course licensing	general budget	$200,000.00
U.S. History	BVS will use Florida Virtual School curriculum to provide course availability to students	FLVS course licensing	general budget	$200,000.00
				Subtotal: $800,000.00
				Grand Total: $1,200,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

◉ Priority	◉ Focus	◉ Prevent	◉ NA

Are you a reward school: ◉ Yes ◉ No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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 citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used to ensure the improvement activities and projects of students and staff.	$2,500.00

Describe the activities of the School Advisory Council for the upcoming year

To create, implement, and monitor improvement activities and projects for the students, staff, and school.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
BROWARD VIRTUAL FRANCHISE
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	75%	89%	58%	302	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	60%			126	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	63% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					553	
Percent Tested = 94%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District
BROWARD VIRTUAL EDUCATION
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	87%	87%	50%	303	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	73%			138	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)	81% (YES)			154	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					595	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested