FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: FLORIDA VIRTUAL SCHOOL FRANCHISE

District Name: Palm Beach

Principal: Debra P. Johnson. M.S.

SAC Chair: Cynthia Schaub, B.A., B.A., M.A., M.Ed.

Superintendent: E. Wayne Gent

Date of School Board Approval:

Last Modified on: 9/24/2012

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	Debra Johnson	Masters	2	18	PBV yr 1 NG; Loggers Run yr 1 B, Year 2&3 A; Don Estridge A and AYP all 3 years there.
Assis Principal	Heidi Putre	Masters	2	1	PBV yr 1 B

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.

Subject Area	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)
NA	NA	NA			NA

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	Core Teacher Teams with Team Leaders to lead and collaborate within disciplines and interdisciplinary activities	Juliana Davis	Ongoing	
2	Recruit teachers with technology experience and high performance in content areas	Debra Johnson	Ongoing	
3	Virtual professional development meetings	Juliana Davis	Bi-monthly	
4	Virtual professional learning communities	Sarah Mammolito Beverly Ciotti	Daily	

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
0	NA

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
8	0.0%(0)	0.0%(0)	50.0%(4)	50.0%(4)	75.0%(6)	100.0%(8)	25.0%(2)	12.5%(1)	62.5%(5)

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
Beverly Ciotti	Cynthia Schaub, Deborah Schepp, Dianne Tetreault	Core Class Teachers Team Collaboration and Coordination of PD, activities, and initiatives for reading and math teachers.	Ongoing Professional Development
		Science and Social Studies,	

Sarah Mammolito	Maryann Fornataro, Robert Swanson, Marcy Zalecki	Elective Teachers Collaboration and Coordination of PD, activities for science and social studies.	Ongoing Professional Development

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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.

Principal
RtI LEA Teacher/Reading Support teacher
Instructional Specialist
Guidance Specialist
Teachers participation on rotation and during their students' status reviews

There are no assistant principals or coaches at this school

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?

As this is a small school, all students are closely monitored.

The School Based RtI Leadership Team (SBT) is scheduled for weekly meetings to review the progress of students and to review the records and performance of students who are not on pace or making adequate progress in their academic growth.

When students demonstrate challenges at their academic level, the student is referred to a school-based team by any member of the faculty. The SBT LEA brings data and records to the meeting to discuss the student and determine next steps. Recommendations are made during the team meeting. The outcomes of the meeting are shared with all faculty and staff involved and with the parent in the form of notes, recommendations and time-specific interventions. Progress monitoring continues at SBT meetings.

RtI processes are followed along the continuum of intervention services. The SBT LEA monitors all students demonstrating challenges in the area of academic readiness or performance at their appropriate grade level.

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?

The SBT members are the school leadership team and will all be members of the SAC. This team brings the data, trends and academic recommendations to the council and facilitates the development and monitoring of the plan through the RtI processes.

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.

Scholastic Reading Inventory
Maze
Diagnostics
Palm Beach Writes
FCAT

Educational Data Warehouse
FLDOE data

Describe the plan to train staff on MTSS.

Faculty Meetings in September, October and February.
Ongoing support through the RtI Leadership Team meeting outcomes,teacher participation, recommendations and

monitoring.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

School-based Literacy Leadership Team:
Cynthia Schaub
Debbie Schepp
Dianne Tetreault

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

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). School-based LLT will ensure reading and literacy are a focus across all content areas by attending online monthly meetings to address literacy and writing skills emphasized in all courses for all students. The team will evaluate growth of students in reading based on data provided through assessment resources to include Diagnostic Testing, SRI, FAIR, FCAT and/or recommendation by content area teachers. Meetings will include discussions regarding individual plans for struggling readers based on the data as well as any student designations. Outcome measures will be assessed in December, 2012 and adjustments in instruction made on an as needed basis.

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

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

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.

The LLT has put into place initiatives to ensure that all content area teachers are addressing the literacy needs of every student, both high achieving and struggling readers. The school targets the lowest 25% of readers as well as the readers from all other levels with varied instructional strategies and differentiated strategies for each target group.

*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?

The school offers several courses to introduce students to skills that may be helpful for students to find their niche in society following high school. There are academic track courses, as well as keyboarding, computer programming, and career education classes. Students who are college-bound are given ample opportunity to meet with their guidance counselors to discuss honors, advanced placement, and dual enrollment courses geared to help them acquire the skills they will need for college or university. Students are encouraged to take the PSAT, the SAT, the ACT, and the ASVAB.

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?

Students meet with the school guidance counselor in the spring and summer to plan for their future success through our courses and courses offered through the main branch of FLVS that may better meet their needs.

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

Report Not Available

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:	Students at level 3 in reading will reach the target benchmark as specified in the Monitoring Progress Toward A+ Goal.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% [10]	At least 50% of Students will remain at level 3 or attain a 4 or 5.

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. Students are reading independently from home instead of with a teacher who can model appropriate reading strategies.	1A.1. Face to face tutoring sessions for reading strategies.	1A.1. Teachers	1A.1. Practices tests	1A.1. Diagnostics tests, FCAT scores
2	1A.2. Students come to online learning from home school and have little to no practice with standardized testing.	1A.2. Face to face and online tutoring sessions for test information and practice testing.	1A.2. Teachers	1A.2. Practices tests	1A.2. Diagnostics tests, FCAT scores
3	1A.3. Students may lack higher order thinking skills or practice.	1A.3. Ensure that all discussion based assignments include questions that require higher order thinking. Teachers will model the skills for higher order thinking.	1A.3. Teachers	1A.3. Data Based Assessments feedback/grades	1A.3. Diagnostics tests, FCAT scores

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:	Students designated as FAA will show progress through constant progress monitoring.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ND	Any students designated for FAA with show upward growth.

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	1B.1.Since this is an online school, transportation to the school.	1B.1. Offer flexible testing times.	1B.1. Guidance, RtI Coordinator	1B.1. Progress Monitoring	1B.1.FAIR, Alt 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 group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students at level 4 and 5 in reading will reach the target benchmark as specified in the Monitoring Progress Toward A+ Goal.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (39) of students scored Level 4 and Level 5 on the FCAT.	At least 50% of Students will remain at their current level or move up one level.

<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	2A.1. Students lack motivation to improve because they are already scoring level 4 or above.	2A.1. Incentives for attending online and face to face FCAT reading strategy sessions.	2A.1. Principal and teachers	2A.1. Practice tests, attendance records for strategy sessions	2A.1. Diagnostics, FCAT scores
2	2A.2. Students may not be reading at high enough levels to maintain a score of 4 or 5 on the FCAT Reading.	2A.2. Encourage students to take honors courses and to read high lexile books outside of school.	2A.2. Principal and teachers	2A.2. Discussion based assignments	2A.2. Diagnostics, FCAT scores
3	2A.3. Students who score level 4 or 5 may show less growth or fall back a level.	2A.3. Ensure that students are challenged with higher order thinking questions on discussion based assignments and tests.	2A.3. Teachers	2A.3. Discussion based assignments, pre and post tests	2A.3. Diagnostics, FCAT scores

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:	Students designated as FAA will show progress through constant progress monitoring.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ND	At least 50% of Students will remain at their current level.

<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					

1	2B.1. Since this is an online school, transportation to the school.	2B.1. Offer flexible testing times.	2B.1. Guidance, RtI Coordinator	2B.1. Progress Monitoring	2B.1. FAIR, Alt 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 group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percent of students who will retain their level and/or make a learning gain equivalent to one year's growth in reading or higher will increase by 5% or more.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% [33]	A total of 50% or more of students will make learning gains in reading

<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	3A.1.The majority of virtual school students are proficient or near proficient, so making learning gains is more difficult than maintaining proficiency at this school.	3A.1.Increase the focus on vocabulary building across all content areas through emphasis on new content-related vocabulary during data based assessments.	3A.1. LLT and Teachers	3A.1. Internal documentation on students in need of more focus on vocabulary to promote more rigor on the alternative assessments of identified students.	3A.1. FCAT Fall and Winter Reading Diagnostic
2	3A.2. Students may need some extrinsic motivation to do well on the FCAT 2.0.	3A.2. Incentive plan to be given, subject to SAC approval.	3A.2. Teachers	3A.2. LLT and Mentors Data Reviews, Oct., Dec. Jan., March	3A.2. FCAT Scores
3	3A.3. Making gains in reading is difficult for high level students due to complacency and for low level students due to test anxiety.	3A.3.Tutoring sessions online to promote endurance on test taking by walking through test taking strategies as a group, using different research-based activities.	3A.3. LLT	3A.3. Monitoring of results of practice tests and holding one on one sessions with students still struggling.	3A.3. SRI, FAIR, Diagnostics, FCAT

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:	Students designated as FAA will show progress through constant progress monitoring.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ND	At least 50% of Students will remain at their current level or move up one level.

<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
	3B.1. Since this is an	3B.1. Offer flexible	3B.1. Guidance, RtI	3B.1. Progress Monitoring	3B.1. FAIR, Alt

| 1 | online school, transportation to the school. | testing times. | Coordinator | | 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 group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percent of the lowest 25% of reading students who will retain their level and/or make a learning gain equivalent to one year's growth in reading or higher will increase by 5% or more.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% [3]	A total of 50% or more of the lowest 25% of students will make learning gains in reading.

<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	4A.1. Less proficient readers need regular support through frequent one on one contact with a mentor teacher. "Student Success Mentor Program" for all school's lowest 25% of students in reading (and math).	4A.1. Teachers will have two to four of the students designated in the lowest 25% in reading, math, and or science as a mentee.	4A.1. Teachers	4A.1. LLT keeps record of at-risk students' progress through documentation of mentee sessions of at least one per month.	4A.1. "Student Success Mentor Program" documentation.
2	4A.2. Many students from home-school backgrounds do not test well due to lack of research-based instruction in reading, writing, and critical thinking skills.	4A.2. Require students testing at level 2 or below to take Critical Thinking Skills class in grades 6-10 as an elective whenever possible in their schedule.	4A.2. Guidance	4A.2. Entry-level guidance for course selection process.	4A.2. Pre- and Post-test measures for course modules; Reading, Writing, Thinking, Learning.
3	4A.3. Less proficient students tend to obsess, stress, and get anxious about tests.	4A.3.Tutoring sessions online to promote endurance on test taking by walking through test taking strategies as a group using different research-based activities.	4A.3. Debbie Schepp Cynthia Schaub Dianne Tetreault	4A.3. Monitoring of results of practice tests and holding one on one sessions with mentee students.	4A.3. SRI for non-proficient students. FAIR Lev. 1&2 Diagnostics for non-proficient students. FCAT

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 # The school has a negative achievement gap. The largest percent of students not proficient is the subgroup: White at 18%, Black 0%, Hispanic 8%, Asian 0%, Am. Indian 0%. 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Raise White and	Raise White and	Raise White and	Raise White and	Raise White and	

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:		Levels student achievement in all subgroups. Bring all levels to 0%.	
	2012 Current Level of Performance:		2013 Expected Level of Performance:	
	White: 18% Black: 0% Hispanic: 8% Asian: 0% American Indian: 0%		White: 0% Black: 0% 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	5B.1. White: Students from economically disadvantaged backgrounds are more susceptible not to test well. Black: Same Hispanic: Same Asian: Same American Indian: Same Economic disadvantage is more indicative of achievement gap than any other factor (Anyon, J. 1997; Payne, R. 1996)	5B.1. Build Relationships of Mutual Respect with all students (Payne, 2008).	5B.1. Teachers, Guidance, RtI Coordinator	5B.1. Documentation from Baseline Data Reports in Winter compared to Fall Data over six years. In this case, since there is no traditional achievement gap by ethnicity, the goal is to bring the White ethnic student gap up to the other ethnicities and keep it there.	5B.1. FCAT 2.0 EOC Tests
2	5B.2. Same as above	5B.2. Use Steps 1-3 of Six Step Process to Keep Track of Students' Learning (Payne, 2008, p. 100-103). Gridding Ind. Student Performance Establishing Relationship between Content and Time High Quality Instruction	5B.2. Teachers, Guidance, RtI coordinator	5B.2. Documentation from Baseline Data Reports in Winter compared to Fall Data over six years. In this case, since there is no traditional achievement gap by ethnicity, the goal is to bring the White ethnic student gap up to the other ethnicities and keep it there.	5B.2. FCAT 2.0
3	5B.3. Same as above	5B.3. Use Steps 4-6 of Six Step Process to Keep Track of Students' Learning (Payne, 2008, p. 104-108). Measuring the Learning Interventions Embedding Processes into PD Time	5B.3. Teachers, Guidance, RtI coordinator	5B.3. Documentation from Baseline Data Reports in Winter compared to Fall Data over six years. In this case, since there is no traditional achievement gap by ethnicity, the goal is to bring the White ethnic student gap up to the other ethnicities and keep it there.	5B.3. FCAT 2.0

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:		Ensure any ELLs entered into the program are making satisfactory progress in reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	At least 50% of Students will remain at their current level or move up one level.

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	N/A	N/A	N/A	N/A	N/A
2	5C.1. ELL students need extra emphasis on vocabulary instruction.	5C.1. This strategy of using more complex vocabulary during data based assessments for other reading groups that most ELLs are placed.	5C.1. Teachers	5C.1. Practice tests, documentation, RtI	5C.1. CELLA, FCAT FAIR, SRI, Diagnostics
3	5C.2. ELL students may fall into the frustration cycle if pushed too far beyond their Comprehensible Input level.	5C.2. Building relationships of mutual respect with students during data based assessments.	5C.2. Teachers	5C.2. Check often for comprehension of material through phone calls, emails, and online tutoring.	5C.2. CELLA, FCAT FAIR, SRI, Diagnostics
4	5C.3. ELL students may not always understand the text and/or instructions.	5C.3. Check often for comprehension of material during data based assessments.	5C.3. Teachers	5C.3. Check often for comprehension of material through phone calls, emails, and online tutoring.	5C.3. CELLA, FCAT FAIR, SRI, Diagnostics

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:	Lower the SWD not making satisfactory progress to 0.

2012 Current Level of Performance:	2013 Expected Level of Performance:
ND	At least 50% of Students will remain at their current level or move up one level.

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	N/A	N/A	N/A	N/A	N/A
2	5D.1. SWD have varied needs that must be modified and monitored.	5D.1. RtI Coordinator distributes IEPs to teachers for monitoring purposes.	5D.1. RtI Coordinator Teachers Guidance (testing accommodations)	5D.1. Check often for comprehension of material through phone calls, emails, and online tutoring.	5D.1. Diagnostic SRI, FAIR FCAT Alternative Tests
3	5D.2. SWD may not always understand the text and/or instructions.	5D.2. Check often for comprehension of material during data based assessments.	5D.2. Teachers Guidance (testing accommodations)	5D.2. Check often for comprehension of material through phone calls, emails, and online tutoring.	5D.2. Diagnostic SRI, FAIR FCAT Alternative Tests
4	5D.3. SWD need mentors, but also high expectations.	5D.3. Students will be part of the "Student Success Mentor Program" and have a teacher	5D.3. Teachers	5D.3. RtI Coordinator Progress Monitoring	5D.3. Diagnostic SRI, FAIR FCAT Alternative Tests

				mentor.		

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:	Lower the Economically Disadvantaged student level not making satisfactory progress from to 0%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33 [8]	At least 50% of Students will remain at their current level or move up one level.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<th></th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
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<tr>
<td>1</td>
<td>5E.1. Students from economically disadvantaged backgrounds are more susceptible not to test well.</td>
<td>5E.1. Build Relationships of Mutual Respect with all students (Payne, 2008).</td>
<td>5E.1. Teachers Guidance Parents</td>
<td>5E.1. Documentation from Baseline Data Reports in Winter compared to Fall Data over six years. In this case, since there is no traditional achievement gap by ethnicity, the goal is to bring the White ethnic student gap up to the other ethnicities and keep it there.</td>
<td>5E.1. FCAT 2.0 EOC Tests</td>
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<tr>
<td>2</td>
<td>5E.2. Students from economically disadvantaged backgrounds are often distractible, making them do poorly on tests.</td>
<td>5E.2. Provide optimal testing conditions when possible.</td>
<td>5E.2. Teachers Guidance Parents</td>
<td>5E.2. Documentation from Baseline Data Reports in Winter compared to Fall Data over six years. In this case, since there is no traditional achievement gap by ethnicity, the goal is to bring the White ethnic student gap up to the other ethnicities and keep it there.</td>
<td>5E.2. FCAT 2.0 EOC Tests</td>
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<tr>
<td>3</td>
<td>5E.3. Students from economically disadvantaged backgrounds are often not monitored at an optimal extent by parents who must work.</td>
<td>5E.3. Addition of this subgroup to "Student Success Mentor" Program for additional monitoring eyes to help with motivation.</td>
<td>5E.3.Teachers Guidance Parents</td>
<td>5E.3. Documentation from Baseline Data Reports in Winter compared to Fall Data over six years. In this case, since there is no traditional achievement gap by ethnicity, the goal is to bring the White ethnic student gap up to the other ethnicities and keep it there.</td>
<td>5E.3. FCAT 2.0 EOC Tests</td>
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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
Reading/Writing Across Content Areas	6-12	LLT	All Teachers	PDD Days P.M.	Teacher Observations	Principal
EOC/FCAT 2.0	6-12	Principal	All Teachers	PDD Days P.M.	Annual Reports	Asst. Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring session monies needed for students indicating a need to pass state and college readiness testing.	Tutoring Materials.	SAC Monies Per Student	$250.00
			Subtotal: $250.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Headsets and microphones needed for Elluminate online tutoring sessions.	Headsets and microphones.	SAC Monies Per Student	$400.00
			Subtotal: $400.00
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: $650.00

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:	There are no ELLs at this school. If that changes, this will be updated.
2012 Current Percent of Students Proficient in listening/speaking:	
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

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:	On the FY13 Math FCAT, Middle School students scoring at Achievement Level 3 at least 5% will remain in that level or rise to level 4 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% [12]	5% of students will remain at level 3 or rise.

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	Resources for low-income students.	Provide resources whenever possible to students who may be enrolled in the virtual school, but do not have unlimited access to technology and/or resources.	RtI Leader, SAC, Community	RtI monitoring, record-keeping of students at-risk.	Teacher reports from monthly phone call data-based (oral) assessment chats.
2	Many students from home-school backgrounds do not test well.	Provide online tutorial sessions as needed on mathematics strategies for the FCAT.	Math Teachers	Ongoing monitoring of student class progress.	Oral assessments and tutorialsession materials.
3	Students who struggle with math tend to avoid math.	Work closely with parents to ensure that students who need one to one tutoring schedule tutorials when they have an average below C.	Math Teachers RtI Guidance Parents	Ongoing monitoring of student grades by parents, RtI team, guidance, and parents.	Data Based Discussions Unit Tests Diagnostics FCAT Tests

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:	Students designated as FAA will show progress through constant progress monitoring.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ND	At least 50% of Students will remain at their current level or move up one level.

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	1B.1. Since this is an online school, transportation to the	1B.1. Offer flexible testing times.	1B.1. Guidance, RtI Coordinator	1B.1. Progress Monitoring	1B.1. FAIR, Alt Assessments

school.		

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:	On the FY13 Math FCAT, at least 5% of Middle School students scoring at Achievement Level 4 or above will remain in those levels or go up one level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% [14]	On the FY13 Math FCAT, at least 5% of Middle School students scoring at Achievement Level 4 or above will remain in those levels or go up one level.

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>2A.1. Students need extra time for reinforcement of skills and strategies.</td><td>2A.1. Provide face to face FCAT sessions for students in full time virtual program.</td><td>2A.1. Math Teachers

Inclusion Teachers</td><td>2A.1. Monitoring results on Module Exams; Attendance log for FCAT face to face session.</td><td>2A.1. Diagnostics, FAIR Test Scores, FCAT Explorer scores, FCAT scores.</td></tr>
<tr><td>2</td><td>2A.2. Complacency may prevent high achieving students from taking the basic concepts to the next level.</td><td>2A.2. Offer accelerated learning assignments with increased rigor and critical thinking.</td><td>2A.2. Guidance, Math Teachers</td><td>2A.2. Students will maintain high grades and work ethic.</td><td>2.A.2. Advanced assignments and assessments, Diagnostic Tests, FCAT scores.</td></tr>
<tr><td>3</td><td>2A.3. Working from a home environment, students are separated from teacher created enrichment activities.</td><td>2A.2. Offer accelerated learning assignments with increased rigor and critical thinking.</td><td>2A.2. Guidance, Math Teachers</td><td>2A.2. Students will maintain high grades and work ethic.</td><td>2.A.2. Advanced assignments and assessments, Diagnostic Tests, FCAT scores.</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 mathematics. Mathematics Goal #2b:	Students designated as FAA will show progress through constant progress monitoring.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ND	Students designated as FAA will show progress through constant progress monitoring

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>2B.1. Since this is an online school, transportation to the school.</td><td>2B.1.
Offer flexible testing times.</td><td>2B.1. Guidance, RtI Coordinator</td><td>2B.1. Progress Monitoring</td><td>2B.1. FAIR, Alt Assessments</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:

	3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the FY13 Math FCAT, 5% of Middle School Students making learning gains will increase by 5%.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	46% [13]	On the FY13 Math FCAT, 5% of Middle School Students making learning gains will increase by 5%.

<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	3A.1. Students new to online learning may try to take a back seat in the learning process and miss connections between the information given in the lessons.	3A.1. Ask higher level questions in discussion based assessments. Encourage students to apply knowledge to new situations. Encourage summarizing concept in own words.	3A.1. Math Teachers	3A.1. Check comprehension of main ideas during Discussion Based Assessments.	3A.1. Discussion Based Assessments, Diagnostic Test Scores, FCAT scores.
2	3A.2. Home support for students: discussing concepts, accessing materials	3A.2. Provide student Elluminate sessions to give students extra support on lessons where needed. Contact students/ families regularly via teacher advisor to ensure access to technology and understanding of school support.	3A.2. Math Teachers, Learning Coaches, Principal	3A.2. Monitor attendance records, classroom walk-throughs.	3A.2. Attendance, Diagnostic Test Scores, FCAT scores.
3	3A.3. Familiarity with testing format.	3A.3. Promote access to FCAT explorer for all students.	3A.3. RtI Facilitator, Science Teachers	3A.3. Survey students and parents.	3A.3. Diagnostic Test Scores, FCAT scores.

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:	Students designated as FAA will show progress through constant progress monitoring.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ND	At least 50% of Students will remain at their current level or move up one level.

<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	3B.1. Since this is an online school, transportation to the school.	3B.1. Offer flexible testing times.	3B.1. Guidance, RtI Coordinator	3B.1. Progress Monitoring	3B.1. FAIR, Alt 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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the FY13 Math FCAT, at least 5% of the lowest 25% of Middle School Students in the lowest 25% will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% [1].	At least 5% of the lowest 25% of Middle School Students in the lowest 25% will make learning gains.

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	4A.1. Time dedicated by student to lessons.	4A.1. Encourage summarizing concept in own words. Positively reinforce note-taking during discussion based assessments.	4A.1. Math Teachers.	4A.1. Ask students to read excerpts from notebook during discussion based assessments.	Discussion Based Assessments, FAIR Test Scores, Diagnostic Test Scores, FCAT scores.
2	4A.2. Home support for students: discussing concepts, accessing materials.	4A.2. Provide student Elluminate sessions to give students extra support on lessons where needed. Contact students/ families regularly via teacher advisor to ensure access to technology and understanding of school support.	4A.2. Math Teachers, Learning Coaches, Principal	4A.2. Monitor attendance records, classroom walkthroughs.	4A.2. Attendance, FAIR Test Scores, Diagnostic Test Scores, FCAT scores
3	4A.3. Familiarity with testing format.	4A.3. Promote access to FCAT explorer for all students.	4A.3. RtI Facilitator, Math Teachers	4A.3. Survey students and parents.	Diagnostic Test Scores, FCAT scores.

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 # Level the achievement among Black, White, Hispanic, Asian, and American Indian students, along with any future ethnic groups to join the school within the next six years. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Level the achiev	Level the achiev	Level the achiev	Level the achiev	Level the achiev	

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:	Level the achievement among Black, White, Hispanic, Asian, and American Indian students, along with any future ethnic groups to join the school within the next six years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
	White: 0%

			Black: 0%
The school has a negative achievement gap. The largest percent of students not proficient is the subgroup: White at 17%, Black 33%, Hispanic 12%, Asian 0, American Indian 0.			Black: 0% 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	5B.1. White: Students from economically disadvantaged backgrounds are more susceptible not to test well. Black: Same Hispanic: Same Asian: Same American Indian: Same Economic disadvantage is more indicative of achievement gap than any other factor (Anyon, J. 1997; Payne, R. 1996)	5B.1. Build Relationships of Mutual Respect with all students (Payne, 2008).	5B.1. Teachers, Guidance, RtI Coordinator	5B.1. Documentation from Baseline Data Reports in Winter compared to Fall Data over six years. In this case, since there is no traditional achievement gap by ethnicity, the goal is to bring the White ethnic student gap up to the other ethnicities and keep it there.	5B.1. FCAT 2.0 EOC Tests
2	5B.1. Students are unfamiliar with mathematical terminology used on the FCAT. White: same Black: same Hispanic: same Asian: same American Indian: same	5B.1. Encourage vocabulary development and terminology awareness.	5B.1. Math Teachers, Inclusion Teachers	5B.1. Assess understanding of vocabulary and terms during Discussion Based Assessments.	5B.1. Discussion Based Assessments, Diagnostics, FAIR Test Scores, FCAT scores.
3	5B.2. Students reading level is a barrier to understanding FCAT material.	5B.2. Provide student with Elluminate sessions to give students extra support on real-world mathematical application.	5B.2. Math and Reading Teachers, Inclusion Teachers	5B.2. Monitor objective mastery, classroom walkthroughs.	5B.2. Diagnostics, FAIR Test Scores, FCAT scores.
4	5B.3. Familiarity with testing format.	5B.3. Promote access to FCAT explorer for all students.	5B.3. RtI Facilitator, Math and Inclusion Teachers	5B.3. Survey students and parents.	5B.3. Diagnostics, FAIR Test Scores, FCAT scores.

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:	On the FY13 Math FCAT, the percentage of ELL Middle School Students making satisfactory progress will match the guidelines for the district.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	At least 50% of Students will remain at their current level or move up one level.

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

			Monitoring	Strategy	
1	N/A	N/A	N/A	N/A	N/A
2	5C.1. Students are unfamiliar with mathematical terminology used on the FCAT.	5C.1. Encourage vocabulary development and terminology awareness.	5C.1. Math Teachers Inclusion Teachers	5C.1. Assess understanding of vocabulary and terms during Discussion Based Assessments.	5C.1. Discussion Based Assessments, Diagnostics, FAIR Test Scores, FCAT scores.
3	5C.2. Students reading level is a barrier to understanding FCAT material.	5C.2. Provide student with Elluminate sessions to give students extra support on real-world mathematical application.	5C.2. Math and Reading Teachers Inclusion Teachers	5C.2. Monitor objective mastery, classroom walkthroughs.	5C.2. Diagnostics, FAIR Test Scores, FCAT scores.
4	5C.3. Students need extra time for reinforcement of skills and strategies.	5C.3. Provide face to face FCAT sessions for ELL students.	5C.3. Math Teachers	5C.3. Monitoring results on Module Exams; Attendance log for FCAT face to face sessions.	5C.3. FCAT Explorer, FAIR Test Scores, Diagnostics

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:	On the FY13 Math FCAT at least 5% of SWD will remain or become proficient in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% [2]	An increase of at least 5% of SWD will remain or become proficient in math.

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. Time dedicated by student to lessons.	5D.1. Encourage summarizing concept in own words. Positively reinforce note-taking during discussion based assessments.	5D.1. Math Teachers	5D.1. Ask students to read excerpts from notes during discussion based assessments.	5D.1. Discussion Based Assessments, Diagnostic Test Scores, FCAT scores.
2	5D.2. Home support for students: discussing concepts, accessing materials.	5D.2. Provide student Elluminate sessions to give students extra support on lessons where needed.	5D.2. Math Teachers, Team Leaders, Principal	5D.2. Monitor attendance records, classroom walkthroughs.	5D.2. Attendance, Diagnostic Test Scores, FCAT scores, Discussion Based Assessments
3	5D.3. Familiarity with testing format.	5D.3. Promote access to FCAT explorer for all students.	5D.3. RtI Facilitator, Math Teachers	5D.3. Survey students and parents.	5D.3. Diagnostic Test Scores, FCAT scores.

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:	On the FY13 Math FCAT at least 5% of Economically Disadvantaged Students will remain or become proficient in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	29% [4]		An increase of at least 5% of Economically Disadvantaged Students will remain or become proficient in math.		

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. Students may have limited access to working technology.	5E.1. Provide home computer for those students who qualify for free/reduced lunch.	5E.1. Principal and Teachers	5E.1. Monitor pace and progress of course work.	5E.1. Educator grade book; VSA contact log
2	5E.2. Students need extra time for reinforcement of skills and strategies.	5E.2. Provide face to face FCAT sessions for students who are economically disadvantaged.	5E.2. Math Teachers	5E.2. Monitoring results on Module Exams; Attendance log for FCAT face to face sessions.	5E.2. FCAT Explorer, FAIR Test Scores, Diagnostics.
3	5E.3. Familiarity with testing format.	5E.3. Promote access to FCAT explorer for all students.	5E.3. RtI Facilitator, Math Teachers	5E.3. Survey students and parents.	5E.3. FAIR Test Scores, FCAT scores.

End of Middle School Mathematics Goals

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:	Students designated as FAA will show progress through constant progress monitoring.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ND	Students designated as FAA will show progress through constant progress monitoring.

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. Since this is an online school, transportation to the school.	1.1.Offer flexible testing times.	1.1. Guidance, RtI Coordinator	1.1. Progress Monitoring	1.1. FAIR, Alt 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 group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	Students designated as FAA will show progress through constant progress monitoring.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ND	Students designated as FAA will show progress through constant progress monitoring.

	Problem-Solving Process to Increase Student Achievement				
1	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Since this is an online school, transportation to the school.	2.1. Offer flexible testing times.	2.1. Guidance, RtI Coordinator	2.1. Progress Monitoring	2.1. FAIR, Alt 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 group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	Students designated as FAA will show progress through constant progress monitoring.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	Students designated as FAA will show progress through constant progress monitoring.

	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	3.1. Since this is an online school, transportation to the school.	3.1. Offer flexible testing times.	3.1. Guidance, RtI Coordinator	3.1. Progress Monitoring	3.1. FAIR, Alt Assessments

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:	On the FY13 Algebra 1 EOC, students passing the EOC will increase by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% [7]	On the FY13 Algebra 1 EOC, students passing the EOC will increase by at least 5%.

	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 need extra time for reinforcement of skills and strategies	1.1. Provide face to face Algebra EOC sessions for students in full time virtual program	1.1. Math Teachers Inclusion Teachers	1.1. Monitoring results on Module Exams and Segment Exams; Attendance log for EOC	1.1. Module and Segment Test Scores

				face to face sessions.	
2	1.2. Students are not familiar with testing format.	1.2. Promote ePAT Practice Test Sessions and FLVS End of Course Review.	1.2. Math Teachers, Inclusion Teachers	1.2. Student participation in Elluminate sessions.	1.2. Practice test results

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:	On the FY13 Algebra 1 EOC, students passing the EOC at the district benchmark will increase by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% [5]	On the FY13 Algebra 1 EOC, students passing the EOC at the district benchmark will increase by at least 5%.

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	2.1. Students need extra time for reinforcement of skills and strategies.	2.1. Provide face to face Algebra EOC sessions for students in full time virtual program.	2.1. Math Teachers Inclusion Teachers	2.1. Monitoring results on Module Exams and Segment Exams; Attendance log for EOC face to face sessions.	2.1. Module and Segment Test Scores
2	2.2. Students are not familiar with testing format.	2.2. Promote ePAT Practice Test Sessions and FLVS End of Course Review.	2.2. Math Teachers, Inclusion Teachers	2.2. Student participation in Elluminate sessions	2.2. Practice test results
3	2.3. Working from a home environment, students are separated from teacher created enrichment activities.	2.3. All students participate in a collaborative project to apply mathematical concepts to a real world project.	2.3. Math Teachers	2.3. Student Project	2.3. Project grade

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 # Bring percent of all subgroups of students in Algebra I to equal proficient achievement levels within six years. 3A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
	Raise achievem	Raise achievem	Raise achievem	Raise achievem	Raise achievem		

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:	Bring percent of all subgroups of students to equal achievement levels within six years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
For Algebra I, the school has a negative achievement gap.	

	The largest percent of students not proficient is the subgroup: White at 29%, Black 0%, Hispanic0%, Asian 0%, Am. Indian 0%.	Bring percent of all subgroups of students to equal achievement levels within six years.			

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	3B.1. Students are unfamiliar with mathematical terminology used on the Algebra I EOC.	Encourage vocabulary development and terminology awareness.	3B.1. Math Teachers Inclusion Teachers	3B.1. Assess understanding of vocabulary and terms during Discussion Based Assessments.	3B.1. Discussion Based Assessments, Diagnostics, FAIR Test Scores
2	3B.3. Students need extra time for reinforcement of skills and strategies.	3B.3. Provide face to face EOC sessions for ELL students.	3B.3. Math Teachers	3B.3. Monitoring results on Module Exams; Attendance log for EOC face to face sessions.	3B.3. FCAT Explorer, Practice Test Results, Diagnostics

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:	Ensure any ELLs entered into the program are making satisfactory progress in Algebra I.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% [0]	Ensure any ELLs entered into the program are making satisfactory progress in Algebra I.

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	3C.1. Students are unfamiliar with mathematical terminology used on the Algebra I EOC.	3C.1. Encourage vocabulary development and terminology awareness.	3C.1. Math Teachers Inclusion Teachers	3C.1. Assess understanding of vocabulary and terms during Discussion Based Assessments.	3C.1. Discussion Based Assessments, Diagnostics, FAIR Test Scores
2	3C.2. Students reading level is a barrier to understanding Algebra I material.	3C.2. Provide student with Elluminate sessions to give students extra support on real-world mathematical application.	3C.2. Math and Reading Teachers Inclusion Teachers	3C.2. Monitor objective mastery, classroom walkthroughs.	3C.2. Diagnostics, FAIR Test Scores
3	3C.3. Students need extra time for reinforcement of skills and strategies.	3C.3. Provide face to face EOC sessions for ELL students. Promote use of FLVS Review Course.	3C.3. Math Teachers	3C.3. Monitoring results on Module Exams; Attendance log for EOC face to face sessions.	3C.3. Practice Test Results, Diagnostics

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:	Lower the SWD not passing the Algebra I EOC to 0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% [2]	Lower the SWD not passing the Algebra I EOC to 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	3D.1. Time dedicated by student to lessons.	3D.1. Encourage summarizing concept in own words. Positively reinforce note-taking during discussion based assessments.	3D.1. Math Teachers.	3D.1. Ask students to read excerpts from notes during discussion based assessments.	3D.1. Discussion Based Assessments, Diagnostic Test Scores
2	3D.2. Home support for students: discussing concepts, accessing materials.	3D.2. Provide student Elluminate sessions to give students extra support on lessons where needed. Contact students/ families regularly via teacher advisor to ensure access to technology and understanding of school support.	3D.2. Math Teachers, Team Leaders, Principal	3D.2. Monitor attendance records, classroom walkthroughs.	3D.2. Attendance, Diagnostic Test Scores, Discussion Based Assessments
3	3D.3. Familiarity with testing format.	3D.3. Promote access to FLVS EOC Review Course for all students.	3D.3. RtI Facilitator, Math Teachers	3D.3. Survey students and parents.	3D.3. Diagnostic Test Scores, Practice Test Scores.

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:	On the FY13 Algebra I EOC, at least 5% of Economically Disadvantaged Students will remain or become proficient in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% [2]	On the FY13 Algebra I EOC, at least 5% of Economically Disadvantaged Students will remain or become proficient in math.

	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	3E.1. Students may have limited access to working technology.	3E.1. Provide assistance in finding home computers and other materials needed for those students who qualify for free/reduced lunch.	3E.1. Principal and teachers	3E.1. Monitor pace and progress of course work.	3E.1. Educator grade book; VSA contact log
2	3E.2. Students need extra time for reinforcement of skills and strategies.	3E.2. Provide face to face EOC sessions for students who are economically disadvantaged.	3E.2. Math Teachers	3E.2. Monitoring results on Module Exams; Attendance log for EOC face to face sessions.	3E.2. Practice Scores, Diagnostics

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:	On the FY13 Geometry EOC, students passing the EOC will increase by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ND	On the FY13 Geometry EOC, students passing the EOC will increase by at least 5%.

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 need extra time for reinforcement of skills and strategies.	1.1. Provide face to face Geometry EOC sessions for students in full time virtual program.	1.1. Math Teachers Inclusion Teachers	1.1. Monitoring results on Module Exams and Segment Exams; Attendance log for EOC face to face sessions.	1.1. Module and Segment Test Scores
2	1.2. Students are not familiar with testing format.	1.2. Promote ePAT Practice Test Sessions and FLVS End of Course Review.	1.2. Math Teachers, Inclusion Teachers	1.2. Student participation in Elluminate sessions.	1.2. Practice test results

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:	On the FY13 Geometry EOC, students passing the EOC will increase by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ND	On the FY13 Geometry EOC, students passing the EOC will increase by at least 5%.

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 need extra time for reinforcement of skills and strategies.	1.1. Provide face to face Geometry EOC sessions for students in full time virtual program.	1.1. Math Teachers Inclusion Teachers	1.1. Monitoring results on Module Exams and Segment Exams; Attendance log for EOC face to face sessions.	1.1. Module and Segment Test Scores
2	1.2. Students are not familiar with testing format.	1.2. Promote ePAT Practice Test Sessions and FLVS End of Course Review.	1.2. Math Teachers, Inclusion Teachers	1.2. Student participation in Elluminate sessions.	1.2. Practice test results

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	Geometry Goal # Raise achievement levels by 1% each year and level achievement between all subgroups over the past year.

50%. 3A :

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

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. Geometry Goal #3B:	Keep student geometry scores among subgroups levels at 0%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ND	Keep student geometry scores among subgroups levels at 0%.

<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>3B.1. Students are unfamiliar with mathematical terminology used on the Geometry EOC.</td><td>3B.1. Encourage vocabulary development and terminology awareness</td><td>3B.1. Math Teachers Inclusion Teachers</td><td>3B.1. Assess understanding of vocabulary and terms during Discussion Based Assessments.</td><td>3B.1. Discussion Based Assessments, Diagnostics, FAIR Test Scores</td></tr>
<tr><td>2</td><td>3B.2. Students reading level is a barrier to understanding Geometry material.</td><td>3B.2. Provide student with Elluminate sessions to give students extra support on real-world mathematical application.</td><td>3B.2. Math and Reading Teachers Inclusion Teachers</td><td>3B.2. Monitor objective mastery, classroom walkthroughs.</td><td>3B.2. Diagnostics, FAIR Test Scores</td></tr>
<tr><td>3</td><td>3B.3. Students need extra time for reinforcement of skills and strategies.</td><td>3B.3. Provide face to face EOC sessions for ELL students.</td><td>3B.3. Math Teachers</td><td>3B.3. Monitoring results on Module Exams; Attendance log for EOC face to face sessions.</td><td>3B.3. FCAT Explorer, Practice Test Results, Diagnostics</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 subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	Ensure any ELLs entered into the program are making satisfactory progress in geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ND	Ensure any ELLs entered into the program are making satisfactory progress in geometry.

<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></td><td>3B.1. Students are unfamiliar with</td><td>3B.1. Encourage vocabulary</td><td>3B.1. Math Teachers</td><td>3B.1. Assess understanding of</td><td>3B.1. Discussion Based</td></tr>
</table>

1	mathematical terminology used on the Geometry EOC.	development and terminology awareness.	Inclusion Teachers	vocabulary and terms during Discussion Based Assessments.	Assessments, Diagnostics, FAIR Test Scores
2	3B.2. Students reading level is a barrier to understanding Geometry material.	3B.2. Provide student with Elluminate sessions to give students extra support on real-world mathematical application.	3B.2. Math and Reading Teachers Inclusion Teachers	3B.2. Monitor objective mastery, classroom walkthroughs.	3B.2. Diagnostics, FAIR Test Scores
3	3B.3. Students need extra time for reinforcement of skills and strategies.	3B.3. Provide face to face EOC sessions for ELL students.	3B.3. Math Teachers	3B.3. Monitoring results on Module Exams; Attendance log for EOC face to face sessions.	3B.3. FCAT Explorer, Practice Test Results, Diagnostics

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:	Lower the SWD not passing the Geometry EOC to 0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ND	Lower the SWD not passing the Geometry EOC to 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	3D.1. Time dedicated by student to lessons.	3D.1. Encourage summarizing concept in own words. Positively reinforce note-taking during discussion based assessments.	3D.1. Math Teachers	3D.1. Ask students to read excerpts from notes during discussion based assessments.	3D.1. Discussion Based Assessments, Diagnostic Test Scores
2	3D.2. Home support for students: discussing concepts, accessing materials.	3D.2. Provide student Elluminate sessions to give students extra support on lessons where needed. Contact students/ families regularly via teacher advisor to ensure access to technology and understanding of school support.	3D.2. Math Teachers, Team Leaders, Principal	3D.2. Monitor attendance records, classroom walkthroughs.	3D.2. Attendance, Diagnostic Test Scores, Discussion Based Assessments
3	3D.3. Familiarity with testing format.	3D.3. Promote access to FLVS EOC Review Course for all students.	3D.3. RtI Facilitator, Math Teachers	3D.3. Survey students and parents.	3D.3. Diagnostic Test Scores, Practice Test Scores.

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:	On the FY13 Geometry EOC, at least 5% of Economically Disadvantaged Students will remain or become proficient in math.

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	ND		On the FY13 Geometry EOC, at least 5% of Economically Disadvantaged Students will remain or become proficient in math.		

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	3E.1. Students may have limited access to working technology.	3E.1. Provide home computer for those students who qualify for free/reduced lunch.	3E.1. Principal and teachers.	3E.1. Monitor pace and progress of course work.	3E.1. Educator grade book; VSA contact log
2	3.E3.Students need extra time for reinforcement of skills and strategies.	3E.2. Provide face to face EOC sessions for students who are economically disadvantaged.	3E.2. Math Teachers	3E.2. Monitoring results on Module Exams; Attendance log for EOC face to face sessions.	3E.2. Practice Scores, Diagnostics

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
District Math Meetings	6-12	District	Math Teachers	Bi-yearly	PD Implementation Plans	District Personnel/Principal
Franchise PD	6-12	Team Leader	Math Teachers	Ongoing	Walkthroughs	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
utoring session monies needed for students indicating a need to pass state and college readiness testing.	Tutoring Materials.	SAC Monies Per student	$250.00
			Subtotal: $250.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Headsets and microphones for Elluminate online tutoring sessions to help students needing help to pass state and college readiness tests.	Headsets and Microphones.	SAC Monies Per student	$400.00
			Subtotal: $400.00
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: $650.00

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:	On the FY13 Science FCAT 2.0, scores will increase by 1 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% [7]	On the FY13 Science FCAT 2.0, scores will increase by 1 percent.

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. Students may skim lessons and miss Common Core concepts.	1A.1. Encourage note-taking by all students. Encourage summarizing concept in own words.	1A.1. Science Teachers	1A.1. Check comprehension and application of main ideas during Discussion Based Assessments. Compare pre and post tests when applicable.	1A.1. Discussion Based Assessments, Module Tests, Diagnostic Test Scores, FCAT scores.
2	1A.2. Home support for students: discussing concepts, accessing materials.	1A.2. Provide student Elluminate sessions to give students extra support on lessons where needed. Contact students/ families regularly via teacher advisor to ensure access to technology and understanding of school support.	1A.2. Science Teachers, Team Leaders, Juli Davis	1A.2. Monitor attendance records, classroom walkthroughs.	1A.2. Attendance, Diagnostic Test Scores, FCAT scores.
3	1A.3. Familiarity with testing format.	1A.3. Promote access to FCAT explorer for all students.	1A.3. RtI Facilitator, Science Teachers	1A.3. Survey students and parents	1A.3. Diagnostic Test Scores, FCAT scores.
4	1.1. Test anxiety may impede student performance.	1.1. Notice and comment on what the student knows in feedback. Promote practice of testing format.	1.1. Science Teachers	1.1.Student comfort level during DBA's (reflective of comfort with feedback and material.	1.1. DBA's, scores on Module tests: look for increasing % with increasing comfort level.
5	1.2. Web format may lead students to skim instead of read for content.	1.2. Encourage note taking/ picture drawing of concepts. Summarize concepts in own words.	1.2. Science Teachers	1.2. . Ask about notes during DBA, Compare pre/ post test results.	1.2. Look for passing score on each Module test.

6	1.3. Learning Coach support (not in a traditional classroom.)	1.3. Talk to parent/guardian (s) during monthly call: ask what we've been learning about in class. Encourage student to teach parent.	1.3. Science Teachers	1.3. Ask student to "teach me" like he/ she taught the parent. Listen for understanding.	1.3. . Passing module test scores.

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:	Students scoring at levels 4, 5, or 6 will increase by 1 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ND	Students scoring at levels 4, 5, or 6 will increase by 1 percent.

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	1B.1. Test anxiety may impede student performance.	1B.1. Notice and comment on what the student knows in feedback. Promote practice of testing format.	1B.1. Science Teachers	1B.1. Student comfort level during DBA's (reflective of comfort with feedback and material.	1B.1. DBA's, scores on Module tests: look for increasing % with increasing comfort level.
2	2.1. Graph and data interpretation	2.1. Include graphs and data analysis in the lessons as well as the assessments.	2.1. Curriculum development team (FLVS).	2.1. Score on data interpretation questions.	2.1. Module tests, lab reports
3	2.2. Scientific process	2.2.Collaborative project	2.2. Science Teachers	2.2. Ask the students to go through the steps of the Scietific Method pertaining to group project.	2.2. Collabration project

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:	On the FY13 Science FCAT 2.0, the percentage of Palm Beach Virtual students achieving above proficiency on the 8th grade Science FCAT will increase by 1%. Students at above proficiency levels will equal or exceed district levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% [3]	On the FY13 Science FCAT 2.0, the percentage of Palm Beach Virtual students achieving above proficiency on the 8th grade Science FCAT will increase by 1%. Students at above proficiency levels will equal or exceed district levels.

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 Complacency may prevent high achieving	2A.1 Offer honors assignmetns with	2A.1 Guidance Science	2A.1 Students will maintain high grades	2A.1 Honors Assignments and

1	students from taking the basic concepts to the next level.	increased rigor and critical thinking.	Teachers	and work ethics.	Assessments, Diagnostic Tests, FCAT Scores
2	2A.2 Working from a home environment, students may not get a feel for the scientific process.	2A.2 All students participate in a collaborative project to apply the scientific method.	2A.2 Science Teachers	2A.2 Science Project	2A.2 Project Diagnostic Test FCAT Scores
3	2A.3. Graph and data interpretation.	2A.3. Include graphs and data analysis in the lessons as well as the assessments.	2A.3. Curriculum development team (FLVS)	2A.3. Score on data interpretation questions	2A.3. Module tests, lab reports.

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:	50% of students scoring at level 7 will remain in their level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ND	50% of students scoring at level 7 will remain in their level.

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	2B.1. Graph and data interpretation.	2B.1. Include graphs and data analysis in the lessons as well as the assessments.	2B.1. Curriculum development team (FLVS)	2B.1. Score on data interpretation questions.	2B.1. Module tests, lab reports.
2	2B.2. Scientific Process	2B.2. Collaborative project	2B.2. Science Teachers	2B.2. Ask the students to go through the steps of the Scietific Method pertaining to group project.	2B.2. Collabration project

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:	Students scoring at levels 4, 5, or 6 will increase by 1 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ND	Students scoring at levels 4, 5, or 6 will increase by 1 percent.
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. Test anxiety may impede student performance.	1.1. Notice and comment on what the student knows in feedback. Promote practice of testing format.	1.1. Science Teachers	1.1.Student comfort level during DBA's (reflective of comfort with feedback and material.	1.1. DBA's, scores on Module tests: look for increasing % with increasing comfort level.
2	1.2. Web format may lead students to skim instead of read for content.	1.2. Encourage note taking/ picture drawing of concepts. Summarize concepts in own words.	1.2. Science Teachers	1.2. . Ask about notes during DBA, Compare pre/ post test results.	1.2. Look for passing score on each Module test.
3	1.3. Learning Coach support (not in a traditional classroom.)	1.3. Talk to parent/guardian (s) during monthly call: ask what we've been learning about in class. Encourage student to teach parent.	1.3. Science Teachers	1.3. Ask student to "teach me" like he/ she taught the parent. Listen for understanding.	1.3. . Passing module test scores.

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:	50% of students scoring at level 7 will remain at their level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ND	50% of students scoring at level 7 will remain at their level.

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	2.1. Graph and data interpretation	2.1. Include graphs and data analysis in the lessons as well as the assessments.	2.1. Curriculum development team (FLVS).	2.1. Score on data interpretation questions.	2.1. Module tests, lab reports
2	2.2. Scientific process	2.2.Collaborative project	2.2. Science Teachers	2.2. Ask the students to go through the steps of the Scietific Method pertaining to group project.	2.2. Collabration project

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:	On the FY13 Biology EOC, students passing the EOC at the district benchmark will exceed district average by 5%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
ND	On the FY13 Biology EOC, students passing the EOC at the district benchmark will exceed district average by 5%.

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 need extra time for reinforcement of skills and strategies	1.1. Provide lead up face to face and elluminate sessions for full time PBV students. Also promote prerecorded FLVS sessions on student's time.	1.1. Biology Teacher	1.1. Give a short exit quiz containing an EOC based question. Record attendence at sessions, monitor module and segment exams.	1.1. Exit quiz score, module and segment test scores.

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:	Level 4 and 5 scores will exceed district average by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ND	Level 4 and 5 scores will exceed district average by 5%.

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	2.1. Student may miss deeper understanding of core concepts by skimming lessons.	2.1. Encourage note taking.	2.1.Biology Teacher	2.1. DBA's, module test, segment exams.	2.1. Ability to answer specific questions during DBA and Module tests.
2	2.2. Students are not familiar with testing format.	2.2. Promote ePAT practice and FLVS practice test.	2.2. Biology Teacher	2.2.Participation in Elluminate.	2.2. Practice test results.
3	2.3. Students may not apply concepts to applications beyond the lesson, missing connections.	2.3. All students participate in collaborative project. Asked during DBA to appy to real world/ personal event.	2.3. Biology Teacher	2.3. Participation in collaboration; DBA.	2.3. Contribution to collaborative project, project grade, DBA responses.

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
District Science Meetings	6-12	District	Science Teachers	Bi-yearly	PD Implementation	District Personnel
Franchise PD	6-12	Team Leader	Science Teachers	Ongoing	Walkthroughs	Principal

Science 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 Science Goals

Writing 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. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Palm Beach Virtual students' proficient in writing with increase by at least 1 point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% [22}	Palm Beach Virtual students' proficient in writing with increase by at least 1 point.
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
	1A.1. Many students	1A.1. Hold preparation	1A.1. LLT	1A.1. Attendance at	1A.1. Scores on

		have transportation conflicts preventing them from writing preparation on-site.	sessions by Elluminate online sessions.		sessions	Palm Beach Writes sent from students after required prompts are sent to students.
1						
2	1A.2. Students may feel they do not need writing assistance because they did well in earlier grades.	1A.2. Email and call parents about upcoming online sessions and upcoming Palm Beach Writes.	1A.2. LLT	1A.2. Record of students returning Palm Beach Writes.	1A.2. Scores on FCAT Writes
3	1A.3. Students are busy trying to stay on pace in their classes and don't want to do Palm Beach Writes.	1A.3. Discuss the importance of Palm Beach Writes during online sessions and in emails. Send reminders.	1A.3. LLT	1A.3. Record of students returning Palm Beach Writes.	1A.3. Scores on FCAT Writes

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:	
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
District PD	6-12	District	LLT Members	Ongoing	Writing Samples & Walkthroughs	Principal

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
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 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:	Inform parents and students that this year will be our first time to take social studies EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ND	50% or more of students earn at least a level 3 on the baseline EOC.

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 have never taken a social studies standardized test in Florida. The content must be aligned with the benchmarks.	1.1. Teacher will implement FLVS civics curriculum and protocols for student achievement. FLVS curriculum is aligned with state benchmarks.	1.1. Principal/Teacher	1.1 Walkthroughs	1.1. Baseline EOCs
2	1.2. Students may be unfamiliar with format of social studies test since it is new.	1.2. Teacher will create a video tutorial on necessary student preparation for the EOC.	1.2. Principal/Teacher	1.2. Walkthroughs	1.2 Civics EOCs

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:	Define Pilot Programs and educate both the parent and student on how this data will be used.
2012 Current Level of Performance:	2013 Expected Level of Performance:

		50% or more of students earn at least a level 3 on the baseline EOC.
ND		

	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	2.1. Students have never taken a social studies standardized test in Florida. The content must be aligned with the benchmarks.	2.1. Teacher will implement FLVS civics curriculum and protocols for student achievement. FLVS curriculum is aligned with state benchmarks.	2.1. Principal/Teacher	2.1. Walkthroughs	2.1. Baseline EOCs
2	2.2. Students may be unfamiliar with format of social studies test since it is new.	2.2. Teacher will create a video tutorial on necessary student preparation for the EOC.	2.2. Principal/Teacher	2.2. Walkthroughs	2.2. Civics EOCs

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
District PD	6-12	District	Social Studies Teachers	Bi-yearly	Implementation of Strategies	Principal

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

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:	Inform parents and students that this year will be our first time to take social studies EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ND	50% or more of students earn at least a level 3 on the baseline EOC.

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 have never taken a social studies standardized test in Florida. The content must be aligned with the benchmarks.	1.1. Teacher will implement FLVS civics curriculum and protocols for student achievement. FLVS curriculum is aligned with state benchmarks.	1.1. U.S. History Teacher/Principal	1.1. Walkthroughs	1.1. History EOCs

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:	Define Pilot Programs and educate both the parent and student on how this data will be used.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ND	50% or more of students earn level 4 or 5 on the baseline EOC.

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	2.1. Students have never taken a social studies standardized test in Florida. The content must be aligned with the benchmarks.	2.1. Teacher will implement FLVS civics curriculum and protocols for student achievement. FLVS curriculum is aligned with state benchmarks.	2.1. U.S. History Teacher	2.1. Walkthroughs	2.1. Baseline EOCs
2	2.2. Students may be unfamiliar with format of social studies test since it is new	2.2. Teacher will create a video tutorial on necessary student preparation for the EOC.	2.2. U.S. History Teacher/Principal	2.2. Walkthroughs	2.2. U.S. History EOC

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
District PD	11-12	District	All Social Studies Teachers	Bi-Yearly	Implementation	Principal

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
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 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:	
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive

Absences (10 or more)	Absences (10 or more)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

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
Virtual School NA	NA	NA	NA	NA	NA	NA

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

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:	
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

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
Virtual School NA	NA	NA	NA	NA	NA	NA

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.*	Virtual School NA
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
NA	NA
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
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

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
Virtual School NA	NA	NA	NA	NA	NA	NA

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.*	Face to face orientation and parent support sessions are offered to ensure that parents understand both the student and learning coach roles in virtual education.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

100% of parents attend the F2F sessions.	100% of parents will attend ongoing F2F sessions.

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. Parents who do not closely monitor their children's time on academic coursework.	1.1. Modify the orientation sessions to more deeply address the day-to-day role of the learning coach/parent in the online learning environment. Follow-up with phone calls to parents whose students fall behind.	1.1. Principal and Asst. Principal	1.1. Percent of students who achieve successful completion of courses.	1.1. Learning Management System Data
2	1.2. Some parents may attend meetings, but need reinforcement on how to stay involved in monitoring their child's progress.	1.2.PD on Parental Involvement in virtual school settings.	1.2. Principal and Asst. Principal	1.2. FLVS Walkthroughs on Parent Monthly Call Data.	1.2. Learning Management System Data

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
Monthly Calls	6-12	Team Leaders	Parents and Guardians	Ongoing	Survey Data From Parents	Principal
Parent Accounts	6-12	Team Leaders	Parents and Guardians	Ongoing	Survey Data From Parents	Principal
Student Monitoring	6-12	Team Leaders	Parents and Guardians	Ongoing	Survey Data From Parents	Principal

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:	#1: Increase number of students going into STEM related fields.

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 may lack exposure to STEM fields.	1.1. Expose students to SCRIPPS Scientist during Brain Awareness Week and Loggerhead Marine Life Center.	1.1. Science Teachers	1.1. Determine effectiveness: student response to experience.	1.1. Student interest in field after modeling.
2	1.2. Students may lack interest in STEM fields.	1.2. Encourage students during DBA's and feedback to pursue STEM related careers. Person: Science teacher.	1.2. Science Teachers	1.2. Student goal survey at end of the year.	1.2. Number of Students interested in STEM fields.

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
District Science PD	6-12	District	Science Teachers/Math	TBA	Implementation of Strategies	Principal

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:	Goal #1: Students are prepared for careers in all areas through guidance assistance related to testing needed for college entry and technical courses, Web Design, and Career and Technical Education. 100% of Web Design students will be able to create a website with 100% accuracy and 90% of the students in career and technical education will use Microsoft Office products with 100% Accuracy. CTE Goal #2: 80% of students taking preparatory tests will be for college ready in 2013. CTE Goal #3: 100% of Career Education students will create a high school plan on the Florida Choices Planner.

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.Computers may not be able to work with required Adobe software because it does not meet their equipment requirements and/or student may not own Microsoft Office software.	1.1. Students will be instructed to borrow a computer that will be able to run the software or purchase more RAM to run the program and/or the software may be requested for the students and they may use Open Office in the interim.	1.1. Janel Holley, Mary Ann Fornataro	1.1. Monitoring of progress in Web Design and Career Education courses.	1.1. Final Exams from Courses and Monitoring Records
2	1.2. Students may need extra help to pass the tests.	1.2. Students who show a need for extra help on passing the tests will be put into a supplemental program: e2020.	1.2. Janel Holley, Mary Ann Fornataro	1.2. College Readiness Scores for FY2013.	1.2. College Readiness Scores
	1.3. Students have	1.3. Instructor	1.3. Janel Holley,	1.3. Monitoring of	1.3. Florida

3	difficulty setting up their accounts for the Florida Choices Planner.	conducts one on one Elluminate sessions to help those students with the Florida Choices Planner registration.	Mary Ann Fornataro	progress in the Florida Choices Planners.	Choices Planners

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
Course Session PD for Career Readingness provided by Online FLVS Elluminates.	11-12	FLVS	Mary Ann Fornataro Beverly Ciotti Cynthia Schaub	Fall Spring	VSA	Teachers/Guidance
e2020 Training	10-12	Heidi Putre	All Teachers	Ongoing	e2020 Scores/Results	All Teachers Guidance Heidi Putre Principal

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)

"Single School Culture and appreciation for multicultural diversity."

Respect all students regardless of race, ethnicity, age, gender, religious affiliation, language, disability, or any other cultural identities they may have. The same is true for parents. The school's mission is to maintain the integrity of a single school culture by all administrators, teachers, and staff. Goal:

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						

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 "Single School Culture and appreciation for multicultural diversity."

Respect all students regardless of race, ethnicity, age, gender, religious affiliation, language, disability, or any other cultural identities they may have. The same is true for parents. The school's mission is to maintain the integrity of a single school culture by all administrators, teachers, and staff. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tutoring session monies needed for students indicating a need to pass state and college readiness testing.	Tutoring Materials.	SAC Monies Per Student	$250.00
Mathematics	utoring session monies needed for students indicating a need to pass state and college readiness testing.	Tutoring Materials.	SAC Monies Per student	$250.00
				Subtotal: $500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Headsets and microphones needed for Elluminate online tutoring sessions.	Headsets and microphones.	SAC Monies Per Student	$400.00
Mathematics	Headsets and microphones for Elluminate online tutoring sessions to help students needing help to pass state and college readiness tests.	Headsets and Microphones.	SAC Monies Per student	$400.00
				Subtotal: $800.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $1,300.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 9/24/2012)

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
The SAC committee approved the use of past funds at the April, 2012 meeting for headsets and microphones, as well as tutoring materials for future students in need of extra help to pass state and college readiness testing.	$1,300.00

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

The SAC will met in September. They will meet in November, 2012, January 2013, March 2013, and May 2013. They reviewed and approved the Bylaws and the School Improvement Plan, discussed the Sunshine Law, the Vision and Mission Statements of the School, as well as discussed the budget from last year, budgets in general at a small school, the purpose of a SIP, and the goals of the School Advisory Council. The board and members were elected, nominated, and approved, minutes were taken, and future meetings were agreed upon by all. In future meetings, discussions will take place centered around issues related to the improvement of academic achievement of the students in attendance at the school.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District PALM BEACH VIRTUAL FRANCHISE 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	81%	92%	58%	305	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	71%	47%			118	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?	71% (YES)	47% (NO)			118	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					541	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

No Data Found