FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Pasco eSchool	District Name: Pasco
Principal: JoAnne Glenn	Superintendent: Heather Fiorentino
SAC Chair: Dana Buntyn	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
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.

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number 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	JoAnne Glenn	M.Ed, B.S./ Mathematics 6-12, School Principal	4	7	J.W. Mitchell High School (2006-2009): 2006-07 – B (AYP Not Met) 2007-08 – B (AYP Not Met) 2008-09 – C (AYP Not Met) Land O' Lakes High School (2009): B (AYP Not Met) Pasco eSchool (2009-Present): No grade yet

Instructional Coaches *Not Applicable – There are no instructional coaches assigned to this school.*

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 ambitious but achievable annual measurable objective (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)	Number of Years at Current School	Number 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)

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
1. Professional Learning Communities	Principal	May 2013
2. Learning Focused Strategies/Common Core Transition	Principal	May 2013
3. Data Reviews	Principal	May 2013
4. Differentiated Instruction	Principal	May 2013

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and 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 instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A – there are no instructors teaching out of field and/or who have received a less than effective rating.	N/A

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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
25	0	4%	76%	20%	50%	100%	20%	0%	92%

Teacher Mentoring Program/Plan *Not Applicable – Mentors are provided by our VIP program contracted providers.*

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

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Additional Requirements

*Coordination and Integration-*Title I Schools Only (*Not Applicable – This is not a Title I School.*)

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Identify the school-based RtI Leadership Team. JoAnne Glenn Maryellen Comperatore Melissa Radle Jennifer Clarke
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The RtI team meets weekly to discuss student progress. The administrator and guidance counselors review information in the Learning Management System and teacher contact logs to determine whether there are any academic concerns. When needed, the Staffing & Compliance Teacher is contacted to discuss whether an IEP meeting to discuss placement, services, or revision should be considered
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? Each member of the RtI team attends SAC meetings and has provided input into the creation of the SIP. As this is the first SIP for the school, each member of the RtI team will be involved in the data collection, monitoring, and revision of the SIP to support the school and district goals.
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. Student performance data in reading, mathematics, science, and writing is tracked and reported using a variety of tools including DORA and DOMA assessments, FAIR, and within the common assessments for the school's online courses. Behavior data is very limited, and is primarily related to issues of academic integrity. This information is reported in a database that is shared with FLVS and its franchises.
Describe the plan to train staff on MTSS. The District is continuing to train school faculties on the implementation of RtI. Because of its unique structure, Pasco eSchool collaborates with district trainers, other virtual instruction program administrators, and vendor liaisons to develop strategies for the implementation of MTSS in a virtual environment.
Describe the plan to support MTSS. We will work with local zoned schools and district departments to design and monitor interventions needed to improve student learning outcomes.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). JoAnne Glenn Maryellen Comperatore Melissa Radle Christine Garcia Dana Buntyn
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). This team works within weekly Professional Learning Community meetings to guide the discussion of student performance, strategies for incorporating best practices for virtual instruction, and the use of literacy tools within the Pasco eSchool curriculum.
What will be the major initiatives of the LLT this year? • Improve student completion rate for online courses. • Increase the number of students who score at proficient levels, as measured by the FCAT or End of Course exams. • Develop a set of criteria for evaluating new virtual courses (developed in house or provided by vendors). This tool will include literacy strategies that support student performance goals.

Public School Choice

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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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.

Not applicable – This is not a Title 1 school.

Grades 6-12 Only Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

The majority of Pasco eSchool's curriculum is licensed from the Florida Virtual School. As a part of their course design, FLVS includes literacy strategies and tools in their course management system. Pasco eSchool teachers are trained to facilitate student learning on the FLVS platform, which means that the FLVS literacy strategies are embedded within every online course to meet the varying reading levels of our learners. Additionally, Pasco eSchool has licensed several elective courses from other online curriculum providers. These courses also embed literacy support for our learners, and our instructors incorporate the same strategies in the elective courses.

High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(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 majority of Pasco eSchool's curriculum is licensed from the Florida Virtual School. As a part of their course design, FLVS includes linkages to college and career planning. Additionally, Pasco eSchool has licensed several elective courses from other online curriculum providers. These courses also embed align with CTE and popular interests for students, and our instructors incorporate the same strategies in the elective courses.

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?

Pasco eSchool guidance counselors develop an individual academic plan for each student. Career planning is organized through ePEP. Individual high school plans are created for each student under the supervision of a guidance counselor. Pasco eSchool offers an M/J Career course that requires students to begin the academic planning process in middle school.

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.

Pasco eSchool does not yet have any specific data on postsecondary readiness for students at this point. Two offerings to the school's course catalog have been added in anticipation that students throughout the district may need options to improve their readiness for public postsecondary instruction. Currently, Reading for College Success and Writing for College Success are offered. Math for College Success will be added within the next calendar year. Additionally, the following actions will be taken:

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1. Plan four-year academic plans with students that will prepare them for a variety of postsecondary opportunities.
2. Incorporate Advanced Placement courses and dual enrollment opportunities to provide ways to let students experience postsecondary expectations and coursework while in the supportive high school setting.
3. Work with career academies at local schools and technical centers to provide exposure to technical and career training.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1A: *By June 2013, the percentage of students scoring level 3 or higher, as measured by their FCAT Reading assessment, will improve to specified levels.*	2012 Current Level of Performance:* *3rd: 100% (4)* *4th: 91% (3)* *5th: 75% (9)* *6th: 83% (4)* *7th: 82% (6)* *8th: 50% (1)* *9th: 79% (4)* *10th: 60% (4)*	2013 Expected Level of Performance:* *3rd: 100%* *4th: 95%* *5th: 80%* *6th: 85%* *7th: 85%* *8th: 60%* *9th: 85%* *10th: 70%*	1A.1. As a school of choice, Pasco eSchool's student body varies in its composition from year to year.	1A.1. The guidance staff and registrar will support the virtual teachers by researching and identifying students who need additional support.	1A.1. Principal/ Student Services Staff	1A.1. Teachers will use previous FCAT scores, FAIR data, and other assessments.	1A.1. Embedded course assessments and FAIR assessment data.
			1A.2.Students are separated from instructors by time, location, or both.	1A.2. The faculty and staff of Pasco eSchool will offer online and face-to-face sessions to support progress in reading development.	1A.2. Principal/ Teachers	1A.2. Teachers will use informal assessment, including pre and post tests to determine student progress in targeted areas.	1A.2. Sample FCAT items and teacher-developed assessments.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

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Reading Goal #1B: Not Applicable *Not Applicable – This school does not administer the FAA.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. As a school of choice, Pasco eSchool's student body varies in its composition from year to year.	2A.1. The guidance staff and registrar will support the virtual teachers by researching and identifying students who need additional support.	2A.1. Principal/ Student Services Staff	2A.1. Teachers will use previous FCAT scores, FAIR data, and other assessments.	2A.1. Embedded course ssessments and FAIR assessment data.
Reading Goal #2A: *By June 2013, the percentage of students scoring at levels 4 or 5, as measured by their FCAT Reading assessment, will improve to specified levels.*	2012 Current Level of Performance:* *3rd: 50% (2)* *4th: 50% (2)* *5th: 20% (2)* *6th: 20% (1)* *7th: 20% (1)* *8th: 0%* *9th: 40% (2)* *10th: 30% (2)*	2013 Expected Level of Performance:* *3rd: 60%* *4th: 60%* *5th: 50%* *6th: 50%* *7th: 50%* *8th: 50%* *9th: 50%* *10th: 50%*					
	1A.2.Students are separated from instructors by time, location, or both.		2A.2. The faculty and staff of Pasco eSchool will offer online and face-to-face sessions to support progress in reading development.	2A.2. Principal/ Teachers	2A.2. Teachers will use informal assessment, including pre and post tests to determine student progress in targeted areas.	2A.2. Sample FCAT items and teacher-developed assessments.	2A.2. Embedded course ssessments and FAIR assessment data.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: *Enter narrative for the goal in this box.* **Not Applicable – This school does not administer the FAA.**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Reading Goal #3A: *By June 2013, the percentage of students making learning gains, as measured by their FCAT Reading assessment, will improve to specified levels.*	2012 Current Level of Performance:* *3rd: 50% (2)* *4th: 50% (2)* *5th: 20% (2)* *6th: 20% (1)* *7th: 20% (1)* *8th: 0%* *9th: 40% (2)* *10th: 30% (2)*	2013 Expected Level of Performance:* *3rd: 80%* *4th: 80%* *5th: 70%* *6th: 70%* *7th: 70%* *8th: 70%* *9th: 70%* *10th: 70%*					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: **Not Applicable – This school does not administer the FAA.**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading. Reading Goal #4: *By June 2013, the percentage of students in the bottom quartile making learning gains, as measured by their FCAT Reading assessment, will improve to specified levels.*			4A.1. As a school of choice, Pasco eSchool's student body varies in its composition from year to year.	4A.1. The guidance staff and registrar will support the virtual teachers by researching and identifying students who need additional support.	4A.1. Principal/ Student Services Staff	4A.1. Teachers will use previous FCAT scores, FAIR data, and other assessments.	4A.1. Embedded course ssessments and FAIR assessment data.
	2012 Current Level of Performance:* *Bottom quartile data not available for 2012 (student population too small)*	2013 Expected Level of Performance:* *100% of our students in the bottom quartile will make learning gains.*					
	2A.2. The faculty and staff of Pasco eSchool will offer online and face-to-face sessions to support progress in reading development.		4A.2. Principal/ Teachers	4A.2. Teachers will use informal assessment, including pre and post tests to determine student progress in targeted areas.	4A.2. Sample FCAT items and teacher-developed assessments.	4A.2. Embedded course ssessments and FAIR assessment data.	4A.2. Embedded course ssessments and FAIR assessment data.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 3rd: 91% 4th: 100% 5th: 100% 6th: 100% 7th: 75% 8th: 80% 9th: 66% 10th 39%	3rd: 100% 4th: 91% 5th: 75% 6th: 83% 7th: 82% 8th: 50% 9th: 79% 10th: 60%	3rd: 100% 4th: 93% 5th: 77% 6th: 85% 7th: 85% 8th: 60% 9th: 80% 10th: 70%	3rd: 100% 4th: 95% 5th: 80% 6th: 87% 7th: 87% 8th: 65% 9th: 83% 10th: 75%	3rd: 100% 4th: 95% 5th: 83% 6th: 90% 7th: 90% 8th: 70% 9th: 85% 10th: 77%	3rd: 100% 4th: 97% 5th: 85% 6th: 92% 7th: 93% 8th: 75% 9th: 88% 10th: 80%	3rd: 100% 4th: 99% 5th: 88% 6th: 95% 7th: 95% 8th: 80% 9th: 90% 10th: 83%

Reading Goal #5A:

The school will reduce the percentage of students scoring at below grade level proficiency over the next six years.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**		5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Reading Goal #5B: *Not Applicable. The school did not have subgroups enrolled.*	**2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	**2013 Expected Level of Performance:*** *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:						
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: *Not Applicable. The school's only ELL student was exited from the program, but made satisfactory progress in reading.*	2012 Current Level of Performance:* *Not applicable.*	2013 Expected Level of Performance:* *Not applicable.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: *Not Applicable.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Reading Goal #5E: *Not Applicable.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities 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
Best practices in online Reading instruction	K-12/All Subjects	Vendor Trainers	School-wide	July/August 2012	Teachers will keep a log of training and follow up activities	Principal

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Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Teachers will offer web conferences.	Licensing for FLVS Courses (includes use of Elluminate software platform)	General revenue	$25,000
			Subtotal: $25,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
Teachers will offer web conferences.	Laptops for full time staff.	Unidentified	$15,000
Frequent assessment of student progress.	Laptop cart for student use.	Unidentified	$50,000
			Subtotal: $75,000
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers will infuse instruction with best practices for online reading instruction.	FLVS Staff Conference and web conferences	General Revenue	$5,000
Teachers will log training and follow up activities	Moodle platform/ Staff Discussion Area	E^2T^2 Funds (prior fiscal year)	$0.00
			Subtotal: $5,000
Other			
Strategy	Description of Resources	Funding Source	Amount
Teachers will offer face-to-face activities	Incentives for face-to-face activities	Unidentified	$250.00
			Grand Total: $105,250

End of Reading Goals

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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Comprehensive English Language Learning Assessment (CELLA) Goals *Not Applicable – This school does have any ELL students enrolled at this time.*

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Listening/Speaking: *Enter numerical data for current level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Reading: *Enter numerical data for current level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Writing : *Enter numerical data for current level of performance in this box.*	2.1.	2.1.	2.1.	2.1.	2.1.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. As a school of choice, Pasco eSchool's student body varies in its composition from year to year.	1A.1. The guidance staff and registrar will support the virtual teachers by researching and identifying students who need additional support.	1A.1. Principal/ Student Services Staff	1A.1. Teachers will use previous FCAT scores and other assessments.	1A.1. Embedded course assessments.
Mathematics Goal #1A: *By June 2013, the percentage of students scoring at levels 4 or 5, as measured by their FCAT Mathematics assessment, will improve to specified levels.*	2012 Current Level of Performance:* *3rd: 20% (2) 4th: 64% (2) 5th: 25% (2)*	2013 Expected Level of Performance:* *3rd: 50% 4th: 70% 5th: 60%*					
			1A.2.Students are separated from instructors by time, location, or both.	1A.2. The faculty and staff of Pasco eSchool will offer online and face-to-face sessions to support progress in reading development.	1A.2. Principal/ Teachers	1A.2. Teachers will use informal assessment, including pre and post tests to determine student progress in targeted areas.	1A.2. Sample FCAT items and teacher-developed assessments.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. As a school of choice, Pasco eSchool's student body varies in its composition from year to year.	2A.1. The guidance staff and registrar will support the virtual teachers by researching and identifying students who need additional support.	2A.1. Principal/ Student Services Staff	2A.1. Teachers will use previous FCAT scores and other assessments.	2A.1. Embedded course assessments.
Mathematics Goal #2A: *By June 2013, the percentage of students scoring at levels 4 or 5, as measured by their FCAT Math assessment, will improve to specified levels.*	2012 Current Level of Performance:* *3rd: 10% (1)* *4th: 30% (1)* *5th: 13% (1)*	2013 Expected Level of Performance:* *3rd: 50%* *4th: 70%* *5th: 60%*					
			2A.2 Teachers and students are separated by time, space, or both.	2A.2. The faculty and staff of Pasco eSchool will offer online and face-to-face sessions to support progress in reading development	2A.2. . Principal/ Teachers	2A.2. Sample FCAT items and teacher-developed assessments.	2A.2.Embedded course assessments.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: **Not Applicable – This school does not administer the FAA.**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. As a school of choice, Pasco eSchool's student body varies in its composition from year to year.	3A.1. The guidance staff and registrar will support the virtual teachers by researching and identifying students who need additional support.	3A.1. Principal/ Student Services Staff	3A.1. Teachers will use previous FCAT scores and other assessments.	3A.1. Embedded course assessments.
Mathematics Goal #3A: _By June 2013, the percentage of students making learning gains, as measured by their FCAT Math assessment, will improve to specified levels._	2012 Current Level of Performance:* _3rd: 20% (2) 4th: 30% (1) 5th: 13% (1)_	2013 Expected Level of Performance:* _3rd: 50% 4th: 70% 5th: 60%_					
			3A.2. Principal/ Teachers	3A.2. Teachers will use informal assessment, including pre and post tests to determine student progress in targeted areas.	2A.2. Sample FCAT items and teacher-developed assessments.	2A.2.Embedded course assessments.	3A.2.Embedded course assessments.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: **Not Applicable – This school does not administer the FAA.**	2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._	2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. As a school of choice, Pasco eSchool's student body varies in its composition from year to year.	4A.1. The guidance staff and registrar will support the virtual teachers by researching and identifying students who need additional support.	4A.1. Principal/ Student Services Staff	4A.1. Teachers will use previous FCAT scores and other assessments.	4A.1. Embedded course assessments.
Mathematics Goal #4: *By June 2013, the percentage of students in the bottom quartile making learning gains, as measured by their FCAT Mathematics assessment, will improve to specified levels.*	2012 Current Level of Performance:* *Bottom quartile data not available for 2012 (student population too small)*	2013 Expected Level of Performance:* *100% of our students in the bottom quartile will make learning gains.*					
	3A.2.		4A.2. Students and teachers are separated by time, space or both.	4A.2. Teachers will use informal assessment, including pre and post tests to determine student progress in targeted areas.	4A.2. Principal/ Teachers	4A.2. Sample FCAT items and teacher-developed assessments.	4A.2. Embedded course assessments.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 3rd: 82% 4th: 71% 5th: 60%	3rd: 82% 4th: 71% 5th: 60%	3rd: 20% 4th: 64% 5th: 25%	3rd: 50% 4th: 70% 5th: 50%	3rd: 65% 4th: 80% 5th: 60%	3rd: 80% 4th: 90% 5th: 70%	3rd: 90% 4th: 95% 5th: 80%
Mathematics Goal #5A: *The school will reduce the percentage of students scoring at below grade level proficiency over the next six years.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**		5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B: *Not Applicable. The school did not have subgroups enrolled.*	**2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	**2013 Expected Level of Performance:*** *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: *Not Applicable. The only ELL learner enrolled in the program was exited.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: *Not Applicable. The school did not have subgroups enrolled.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: *Not Applicable. The school did not have subgroups enrolled.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. As a school of choice, Pasco eSchool's student body varies in its composition from year to year.	1A.1. The guidance staff and registrar will support the virtual teachers by researching and identifying students who need additional support.	1A.1. Principal/ Student Services Staff	1A.1. Teachers will use previous FCAT scores and other assessments.	1A.1. Embedded course assessments.
Mathematics Goal #1A: *By June 2013, the percentage of students scoring at level 3, as measured by their FCAT Mathematics assessment, will improve to specified levels.*	2012 Current Level of Performance:* *6th: 67% (2)* *7th: 50% (2)* *8th: 70% (7)*	2013 Expected Level of Performance:* *6th: 70%* *7th: 60%* *8th: 75%*					
			1A.2. Students and teachers are separated by time, space or both.	1A.2. Teachers will use informal assessment, including pre and post tests to determine student progress in targeted areas.	1A.2. Principal/ Teachers	1A.2. Sample FCAT items and teacher-developed assessments.	1A.2. Embedded course assessments.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: **Not Applicable – This school does not administer the FAA.**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. As a school of choice, Pasco eSchool's student body varies in its composition from year to year.	2A.1. The guidance staff and registrar will support the virtual teachers by researching and identifying students who need additional support.	2A.1. Principal/ Student Services Staff	2A.1. Teachers will use previous FCAT scores and other assessments.	2A.1. Embedded course assessments.
Mathematics Goal #2A: *By June 2013, the percentage of students scoring at levels 4 or 5, as measured by their FCAT Math assessment, will improve to specified levels.*	2012 Current Level of Performance:* 6th : 0% (1) 7th: 25% (2) 8th: 20% (2)	2013 Expected Level of Performance:* 6th : 50% 7th: 50% 8th: 50%					
			2A.2. Students and teachers are separated by time, space or both.	2A.2. Teachers will use informal assessment, including pre and post tests to determine student progress in targeted areas.	2A.2. Principal/ Teachers	2A.2. Sample FCAT items and teacher-developed assessments.	2A.2. Embedded course assessments.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: **Not Applicable – This school does not administer the FAA.**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. As a school of choice, Pasco eSchool's student body varies in its composition from year to year.	3A.1. The guidance staff and registrar will support the virtual teachers by researching and identifying students who need additional support.	3A.1. Principal/ Student Services Staff	3A.1. Teachers will use previous FCAT scores and other assessments.	3A.1. Embedded course assessments.
Mathematics Goal #3A: *By June 2013, the percentage of students making learning gains, as measured by their FCAT Math assessment, will improve to specified levels.*	2012 Current Level of Performance:* 6th : 67% (2) 7th: 50% (2) 8th: 70% (7)	2013 Expected Level of Performance:* 6th : 70% 7th: 60% 8th: 75%					
			3A.2. Students and teachers are separated by time, space or both.	3A.2. Teachers will use informal assessment, including pre and post tests to determine student progress in targeted areas.	3A.2. Principal/ Teachers	3A.2. Sample FCAT items and teacher-developed assessments.	3A.2. Embedded course assessments.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: *Not Applicable – This school does not administer the FAA.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4: _By June 2013, the percentage of students in the bottom quartile making learning gains, as measured by their FCAT Mathematics assessment, will improve to specified levels._	2012 Current Level of Performance:* _Bottom quartile data not available for 2012 (student population too small)_	2013 Expected Level of Performance:* _100% of our students in the bottom quartile will make learning gains._					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** *6th : 67% (2)* *7th : 50% (2)* *8th : 70% (7)*	*6th : 33%* *7th : 40%* *8th : 30%*	*6th : 50%* *7th : 50%* *8th : 50%*	*6th : 60%* *7th : 60%* *8th : 50%*	*6th : 70%* *7th : 60%* *8th : 70%*	*6th : 65%* *7th : 65%* *8th : 65%*	*6th : 70%* *7th : 70%* *8th : 70%*
<u>Mathematics Goal #5A:</u> *The school will reduce the percentage of students scoring at below grade level proficiency over the next six years.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**		5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
<u>Mathematics Goal #5B:</u> *Not Applicable. The school did not have subgroups enrolled.*	<u>2012 Current Level of Performance:*</u> *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	<u>2013 Expected Level of Performance:*</u> *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: *Not Applicable. The school did not have subgroups enrolled.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: *Not Applicable. The school did not have subgroups enrolled.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: *Not Applicable. The school did not have subgroups enrolled.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals *Not Applicable – This school does not administer the FAA.*

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: *Not Applicable – This school does not administer*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					

the FAA.		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
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:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2: *Not Applicable – This school does not administer the FAA.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	2.1.	2.1.	2.1.	2.1.	2.1.
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics. Mathematics Goal #3: *Not Applicable – This school does not administer the FAA.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	3.1.	3.1.	3.1.	3.1.	3.1.
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

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Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1. Algebra 1 Goal #1: *By June 2013, the percentage of students scoring at level 3, as measured by their Algebra I EOC assessment, will improve to specified levels.*	2012 Current Level of Performance:* *54%*	2013 Expected Level of Performance:* *75%*	1.1. As a school of choice, Pasco eSchool's student body varies in its composition from year to year.	1.1. The guidance staff and registrar will support the virtual teachers by researching and identifying students who need additional support.	1.1. Principal/ Student Services Staff	1.1. Teachers will use previous FCAT scores and other assessments.	1.1. Embedded course assessments.
			1.2. Students and teachers are separated by time, space or both.	1.2 Teachers will use informal assessment, including pre and post tests to determine student progress in targeted areas.	1.2 Principal/ Teachers	1.2 Sample FCAT items and teacher-developed assessments.	1.2 Embedded course assessments.
			1.3. Students frequently stray from the course pace chart and may fall behind pace.	1.3. The instructors and guidance counselor will monitor and enforce the course pace chart aggressively.	1.3. Counselor/Teachers	1.3. We will track the number of students behind pace on a weekly basis.	1.3. VSA logs, progress 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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1. Algebra Goal #2: *By June 2013, the percentage of students scoring at levels 4 and 5, as measured by their Algebra I EOC assessment, will improve to specified levels.*	2012 Current Level of Performance:* *31% (4)*	2013 Expected Level of Performance:* *50%*	2.1. As a school of choice, Pasco eSchool's student body varies in its composition from year to year.	2.1. The guidance staff and registrar will support the virtual teachers by researching and identifying students who need additional support.	2.1. Principal/ Student Services Staff	2.1. Teachers will use previous FCAT scores and other assessments.	2.1. Embedded course assessments.
			2.2. Students and teachers are separated by time, space or both.	2.2 Teachers will use informal assessment, including pre and post tests to determine student progress in targeted areas.	2.2 Principal/ Teachers	2.2 Sample FCAT items and teacher-developed assessments.	2.2 Embedded course assessments.
			3.3. Students frequently stray from the course pace chart and may fall behind pace.	3.3. The instructors and guidance counselor will monitor and enforce the course pace chart aggressively.	3.3. Counselor/Teachers	3.3. We will track the number of students behind pace on a weekly basis.	3.3. VSA logs, progress reports

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 91% on grade level	54% on grade level	75% on grade level	80% on grade level	100% on grade level	100% on grade level	100% on grade level
Algebra 1 Goal #3A: *The school will reduce the percentage of students scoring at below grade level proficiency over the next six years.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
Algebra 1 Goal #3B: *Not Applicable. The school did not have subgroups enrolled.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:						
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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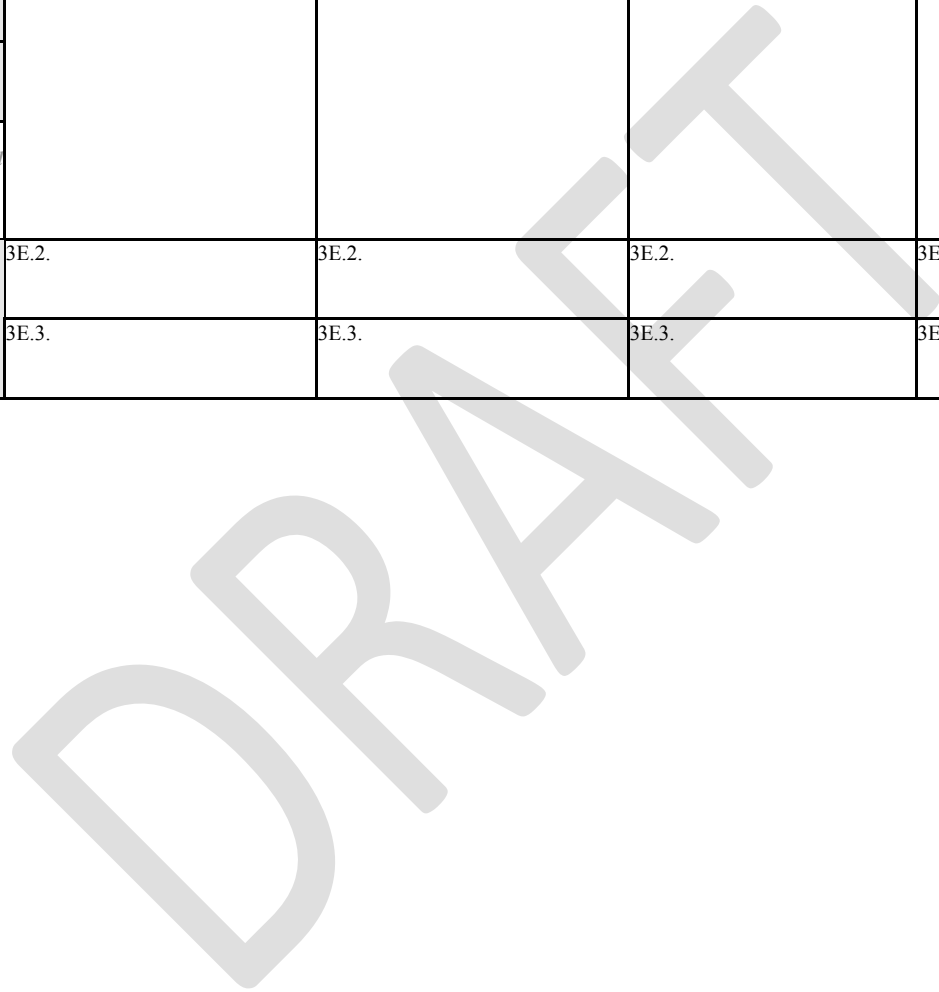| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: *Not Applicable. The school did not have subgroups enrolled.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D: *Not Applicable. The school did not have subgroups enrolled.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E: *Not Applicable. The school did not have subgroups enrolled.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1: *By June 2013, the percentage of students scoring at level 3, as measured by their Geometry EOC assessment, will improve to specified levels.*	2012 Current Level of Performance:* *67% of the students scored in the second or third band of scores.*	2013 Expected Level of Performance:* *100% of the students will score in the second or third band of scores.*	1.1. As a school of choice, Pasco eSchool's student body varies in its composition from year to year.	1.1. The guidance staff and registrar will support the virtual teachers by researching and identifying students who need additional support.	1.1. Principal/ Student Services Staff	1.1. Teachers will use previous FCAT scores and other assessments.	1.1. Embedded course assessments.
			1.2. Students and teachers are separated by time, space or both.	1.2 Teachers will use informal assessment, including pre and post tests to determine student progress in targeted areas.	1.2 Principal/ Teachers	1.2 Sample FCAT items and teacher-developed assessments.	1.2 Embedded course assessments.
			1.3. Students frequently stray from the course pace chart and may fall behind pace.	1.3. The instructors and guidance counselor will monitor and enforce the course pace chart aggressively.	1.3. Counselor/Teachers	1.3. We will track the number of students behind pace on a weekly basis.	1.3. VSA logs, progress 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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2: *By June 2013, the percentage of students scoring at levels 4 or 5, as measured by their Geometry EOC assessment, will improve to specified levels.*	2012 Current Level of Performance:* *40% of the students scored in the top third of the score range.*	2013 Expected Level of Performance:* *50% of the students will score in the top third of the score range.*	2.1. As a school of choice, Pasco eSchool's student body varies in its composition from year to year.	2.1. The guidance staff and registrar will support the virtual teachers by researching and identifying students who need additional support.	2.1. Principal/ Student Services Staff	2.1. Teachers will use previous FCAT scores and other assessments.	2.1. Embedded course assessments.
			2.2. Students and teachers are separated by time, space or both.	2.2 Teachers will use informal assessment, including pre and post tests to determine student progress in targeted areas.	2.2 Principal/ Teachers	2.2 Sample FCAT items and teacher-developed assessments.	2.2 Embedded course assessments.

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		3.3. Students frequently stray from the course pace chart and may fall behind pace.	3.3. The instructors and guidance counselor will monitor and enforce the course pace chart aggressively.	2.3. Counselor/Teachers	2.3. We will track the number of students behind pace on a weekly basis.	2.3. VSA logs, progress reports

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012** 67% of the students scored in the top two thirds of the score bands.	67% on grade level	75% on grade level	80% on grade level	100% on grade level	100% on grade level
Geometry Goal #3A: *The school will reduce the percentage of students scoring at below grade level proficiency over the next six years.*						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**		3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
Geometry Goal #3B: *Not Applicable. The school did not have subgroups enrolled.*	**2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	**2013 Expected Level of Performance:*** *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:				
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: _Not Applicable. The school did not have subgroups enrolled._	2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._	2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D: _Not Applicable. The school did not have subgroups enrolled._	2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._	2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: *Not Applicable. The school did not have subgroups enrolled.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
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
Best practices in online Mathematics instruction	K-12/Math & Science	Vendor Trainers, per contracts	School-wide	Monthly via Elluminate; September 2012 – May 2013	Teachers will keep a log of training and follow up activities	Principal
Best practices in online Mathematics instruction	K-12/Math & Science	PLC Leader	PLC	Monthly via Elluminate; September 2012 – May 2013	Teachers will keep a log of training and follow up activities	PLC Leader

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Teachers will offer web conferences.	Licensing for FLVS Courses (includes use of Elluminate software platform)	General revenue	$25,000
			Subtotal: $25,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
Teachers will offer web conferences	Elluminate subscription	FLVS Franchise Agreement	$0.00
			Subtotal: $0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers will incorporate best practices for online mathematics instruction.	FLVS Staff Conference and web conferences	General Revenue	Previously listed
Teachers will log training and follow up activities	Moodle platform/ Staff Discussion Area	E^2T^2 Funds (prior fiscal year)	$0.00
			Subtotal: $0
Other			
Strategy	Description of Resources	Funding Source	Amount
Teachers will offer face-to-face activities	Incentives for face-to-face activities	Unidentified	$250.00
			Grand Total: $25,250

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. As a school of choice, Pasco eSchool's student body varies in its composition from year to year.	1A.1. The guidance staff and registrar will support the virtual teachers by researching and identifying students who need additional support.	1A.1. Principal/ Student Services Staff	1A.1. Teachers will use previous FCAT scores and other assessments.	1A.1. Embedded course assessments.
Science Goal #1A: *By June 2013, the percentage of students scoring at level 3, as measured by their FCAT Science assessment, will improve to specified levels.*	2012 Current Level of Performance:* 5th: 63% (5) 8th: 40% (4)	2013 Expected Level of Performance:* 5th: 75% 8th: 60%					
			1A.2. Students and teachers are separated by time, space or both.	1A.2. Teachers will use informal assessment, including pre and post tests to determine student progress in targeted areas.	1A.2. Principal/ Teachers	1A.2. Sample FCAT items and teacher-developed assessments.	1A.2. Embedded course assessments.
			1A.3. Students working remotely are less likely to complete labs at home.	1A.3. Teachers will include virtual labs and schedule live lab sessions for students.	1A.3. Teachers	1A.3. Lab report evaluations and teacher-developed assessments.	1A.3. Embedded course assessments.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: **Not Applicable – This school does not administer the FAA.**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. As a school of choice, Pasco eSchool's student body varies in its composition from year to year.	2A.1. The guidance staff and registrar will support the virtual teachers by researching and identifying students who need additional support.	2A.1. Principal/ Student Services Staff	2A.1. Teachers will use previous FCAT scores and other assessments.	2A.1. Embedded course assessments.
Science Goal #2A: *By June 2013, the percentage of students scoring at levels 4 or 5, as measured by their FCAT Science assessment, will improve to specified levels.*	2012 Current Level of Performance:* *5th: 11% (1)* *8th: 10% (1)*	2013Expected Level of Performance:* *5th: 33%* *8th: 33%*					
			2A.2. Students and teachers are separated by time, space or both.	2A.2. Teachers will use informal assessment, including pre and post tests to determine student progress in targeted areas.	2A.2. Principal/ Teachers	2A.2. Sample FCAT items and teacher-developed assessments.	2A.2. Embedded course assessments.
			2A.3. Students working remotely are less likely to complete labs at home.	2A.3. Teachers will include virtual labs and schedule live lab sessions for students.	2A.3. Teachers	2A.3. Lab report evaluations and teacher-developed assessments.	2A.3. Embedded course assessments.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: ***Not Applicable – This school does not administer the FAA.***	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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<u>Florida Alternate Assessment High School Science Goals</u> *Not Applicable – This school does not administer the FAA.*

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Science Goal #1:</u> *Not Applicable – This school does not administer the FAA.*	<u>2012 Current Level of Performance:*</u> *Enter numerical data for current level of performance in this box.*	<u>2013 Expected Level of Performance:*</u> *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
<u>Science Goal #2:</u> *Not Applicable – This school does not administer the FAA.*	<u>2012 Current Level of Performance:*</u> *Enter numerical data for current level of performance in this box.*	<u>2013Expected Level of Performance:*</u> *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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<u>Biology 1 End-of-Course (EOC) Goals</u> *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1. As a school of choice, Pasco eSchool's student body varies in its composition from year to year.	1.1. The guidance staff and registrar will support the virtual teachers by researching and identifying students who need additional support.	1.1. Principal/ Student Services Staff	1.1. Teachers will use previous FCAT scores and other assessments.	1.1. Embedded course assessments.
<u>Biology 1 Goal #1:</u> *By June 2013, the percentage of students scoring at level 3, as measured by their Biology EOC assessment, will improve to specified levels.*	<u>2012 Current Level of Performance:*</u> *82% (9) of the students scored in the second or third band of scores.*	<u>2013 Expected Level of Performance:*</u> *100% of the students will score in the second or third band of scores.*					
			1.2. Students and teachers are separated by time, space or both.	1.2 Teachers will use informal assessment, including pre and post tests to determine student progress in targeted areas.	1.2 Principal/ Teachers	1.2 Sample FCAT items and teacher-developed assessments.	1.2 Embedded course assessments.
			1.3. Students frequently stray from the course pace chart and may fall behind pace.	1.3. The instructors and guidance counselor will monitor and enforce the course pace chart aggressively.	1.3. Counselor/Teachers	1.3. We will track the number of students behind pace on a weekly basis.	1.3. VSA logs, progress 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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1. As a school of choice, Pasco eSchool's student body varies in its composition from year to year.	1.1. The guidance staff and registrar will support the virtual teachers by researching and identifying students who need additional support.	1.1. Principal/ Student Services Staff	1.1. Teachers will use previous FCAT scores and other assessments.	1.1. Embedded course assessments.
<u>Biology 1 Goal #2:</u> *By June 2013, the percentage of students scoring at levels 4 or 5, as measured by their Biology EOC assessment, will improve to specified levels.*	<u>2012 Current Level of Performance:*</u> *27% (3) of the students scored in the second or third band of scores.*	<u>2013 Expected Level of Performance:*</u> *40% of the students will score in the second or third band of scores.*					
			2.2. Students and teachers are separated by time, space or both.	2.2 Teachers will use informal assessment, including pre and post tests to determine student progress in targeted areas.	2.2 Principal/ Teachers	2.2 Sample FCAT items and teacher-developed assessments.	2.2 Embedded course assessments.

| | | 2.3. Students frequently stray from the course pace chart and may fall behind pace. | 2.3. The instructors and guidance counselor will monitor and enforce the course pace chart aggressively. | 2.3. Counselor/Teachers | 2.3. We will track the number of students behind pace on a weekly basis. | 2.3. VSA logs, progress reports |

End of Biology 1 EOC Goals

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Science Professional Development

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
Best practices in online Science instruction	All	Vendor	School-wide	Monthly 9/2012- 5/2013	Teacher logs/lab activities	Principal

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Teachers will offer web conferences.	Licensing for FLVS Courses (includes use of Elluminate software platform)	General revenue	$25,000
			Subtotal: $25,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
Teachers will offer web conferences.	Elluminate subscription	FLVS Franchise Agreement	$0.00
			Subtotal: $0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers will incorporate best practices for online science instruction.	FLVS Staff Conference and web conferences	General Revenue	Previously listed
			Subtotal: $0
Other			
Strategy	Description of Resources	Funding Source	Amount
Teachers will offer face-to-face activities	Incentives for face-to-face activities	Unidentified	$250.00
			Grand Total: $25,250

End of Science Goals

Writing Goals
August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. As a school of choice, Pasco eSchool's student body varies in its composition from year to year.	1A.1. The guidance staff and registrar will support the virtual teachers by researching and identifying students who need additional support.	1A.1. Principal/ Student Services Staff	1A.1. Teachers will use previous FCAT scores and other assessments.	1A.1. Embedded course assessments.
Writing Goal #1A: _By June 2013, the percentage of students scoring at level 3, as measured by their FCAT Writing assessment, will improve to specified levels._	2012 Current Level of Performance:* _4th : 73% (8) 8th: 90% (9) 10th: 92% (11)_	2013 Expected Level of Performance:* _4th : 80% 8th: 95% (9) 10th: 95%_					
			1A.2. Students and teachers are separated by time, space or both.	1A.2 Teachers will use informal assessment, including pre and post tests to determine student progress in targeted areas.	1A.2 Principal/ Teachers	1A.2 Sample FCAT items and teacher-developed assessments.	1A.2 Embedded course assessments.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: **_Not Applicable – This school does not administer the FAA._**	2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._	2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Professional Development

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
Best practices in online Writing instruction	All	Vendor	School-wide	Monthly 9/2012- 5/2013	Teacher logs/writing clinics	Principal

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Teachers will offer web conferences.	Licensing for FLVS Courses (includes use of Elluminate software platform)	General revenue	$25,000
			Subtotal: $25,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
Teachers will offer web conferences and writer's workshops.	Elluminate subscription	FLVS Franchise Agreement	$0.00
			Subtotal: $0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers will incorporate best practices for online writing instruction.	FLVS Staff Conference and web conferences	General Revenue	Previously listed
Teachers will log training and follow up activities	Moodle platform/ Staff Discussion Area	E^2T^2 Funds (prior fiscal year)	$0.00
			Subtotal: $0
Other			
Strategy	Description of Resources	Funding Source	Amount
Teachers will offer face-to-face activities	Incentives for face-to-face activities	Unidentified	$250.00
			Grand Total: $25,250

End of Writing Goals

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Civics Professional Development

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
Best practices in online civics instruction	All	Vendor	School-wide	Monthly 9/2012- 5/2013	Teacher logs/live lessons	Principal

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $0.00

End of Civics Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

U.S. History Professional Development

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
Best practices in online social studies instruction	All	Vendor	School-wide	Monthly 9/2012- 5/2013	Teacher logs/writing clinics	Principal

U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $0.00

End of U.S. History Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Goal(s)

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

<table>
<tr>
<th colspan="2">Attendance Goal(s)</th>
<th colspan="5">Problem-solving Process to Increase Attendance</th>
</tr>
<tr>
<td colspan="2">Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:</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 colspan="2">1. Attendance</td>
<td>1.1. Learning coaches unfamiliar with the learning management system may be confused about how to properly mark attendance.</td>
<td>1.1. Teachers will conduct online and live orientation sessions to assist new learning guides in navigating the LMS.</td>
<td>1.1. Teachers</td>
<td>1.1. By the end of each week, every student will have attendance entered into the LMS by the learning guide.</td>
<td>1.1. LMS attendance logs.</td>
</tr>
<tr>
<td rowspan="2">Attendance Goal #1:

The rate of average daily attendance for students in grades K-5 will be 95% or higher.</td>
<td>2012 Current Attendance Rate:*

90%

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

1</td>
<td rowspan="2"></td>
<td rowspan="2"></td>
<td rowspan="2"></td>
<td rowspan="2"></td>
<td rowspan="2"></td>
</tr>
<tr>
<td>2013 Expected Attendance Rate:*

95%

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

0</td>
</tr>
<tr>
<td></td>
<td>2012 Current Number of Students with Excessive Tardies (10 or more)

NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2013 Expected Number of Students with Excessive Tardies (10 or more)

NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td colspan="2"></td>
<td>1.2. New families may not be aware that students enrolled in the VIP program must mark attendance.</td>
<td>1.2. A student/parent handbook will be distributed to new families as a part of the enrollment process.</td>
<td>1.2. Registrar</td>
<td>1.2. By the end of each week, every student will have attendance entered into the LMS by the learning guide</td>
<td>1.2. Verification forms confirming receipt of the handbook.</td>
</tr>
<tr>
<td colspan="2"></td>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
</tr>
</table>

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Professional Development

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
LMS Functionality	K-5 Teachers	Vendors	All K-5 Teachers	July/August 2012	Maintenance of attendance logs.	Principal

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $0

End of Attendance Goals

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Goal(s) *Not Applicable – This virtual school does not administer in-school or out- of- school suspensions.*

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: *Enter narrative for the goal in this box.*	2012 Total Number of In –School Suspensions *Enter numerical data for current number of in-school suspensions*	2013 Expected Number of In- School Suspensions *Enter numerical data for expected number of in-school suspensions*					
	2012 Total Number of Students Suspended In-School *Enter numerical data for current number of students suspended in-school*	2013 Expected Number of Students Suspended In -School *Enter numerical data for expected number of students suspended in- school*					
	2012 Total Number of Out-of-School Suspensions *Enter numerical data for current number of students suspended out- of- school*	2013 Expected Number of Out-of-School Suspensions *Enter numerical data for expected number of students suspended out- of- school*					
	2012 Total Number of Students Suspended Out- of- School *Enter numerical data for current number of students suspended out- of- school*	2013 Expected Number of Students Suspended Out- of-School *Enter numerical data for expected number of students suspended out- of- school*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Suspension Goals

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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 next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: *Maintain the 0% rate of students who drop out of school.* *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Dropout Rate:* *0%* 2012 Current Graduation Rate:* *100%*	2013 Expected Dropout Rate:* *0%* 2013 Expected Graduation Rate:* *100%*	1.1. Coordinating proper enrollment tracking with other schools.	1.1. Registrar and data entry operator will call receiving school to confirm student enrollment.	1.1. Registrar	1.1. Monthly reports from district showing students who have not entered another school after withdrawing from this school.	1.1. Monthly reports from district showing students who have not entered another school after withdrawing from this school.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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
Enrollment/WD Code	K-12	IS Dept.	DEO, Registrar	Sept. 2012	Monthly SP129 Reports	Principal

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
District Training	Mileage	General Revenue	$100.00
		Subtotal: $100.00	
Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
		Total: $100.00	

End of Dropout Prevention Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: *100% of parents will participate in at least one school activity.*	2012 Current Level of Parent Involvement:* *90%*	2013 Expected Level of Parent Involvement:* *100%*	1.1. Communication tools are limited by the LMS available from vendors.	1.1. Use multiple strategies, rather than simply relying on emails within the LMS.	1.1. Student Services Staff	1.1. Contact Logs	1.1. Contact Logs
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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
Training available from Vendors	K-12	Vendors	School-wide	August 2012 – May 2013	Contact logs, attendance logs	Student Services Staff

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $0.00

End of Parent Involvement Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Science, Technology, Engineering, and Mathematics (STEM) Goal(s)</u>

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<u>STEM Goal #1:</u> *School-wide, our science and mathematics enrollment, scores and completion rates lag behind other subject areas. By June 2013, we will close the gap between student participation and performance in science, mathematics, and technology courses will increase by 10%.*	1.1 Students and teachers are separated by time, space or both.	1.1 We will increase opportunities for tutoring and support for students who struggle in online science and mathematics courses.	1.1 Principal/ Teachers	1.1 The number of students who elect to drop their online math and science courses will decrease.	1.1 Enrollment records, tutoring logs.
	1.2. Students and teachers are separated by time, space or both.	1.2. We will offer more synchronous and live sessions for labs and practice.	1.2. Teachers	1.2. Team leaders	1.2. Activity calendar, attendance logs
	1.3. Course catalog has been limited.	1.3. Offer forensic science and computer programming.	1.3. Student Services Staff	1.3. Enrollment numbers and completion data	1.3. Enrollment numbers and completion data

STEM Professional Development

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

2012-2013 School Improvement Plan (SIP)-Form SIP-1

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computer Programming Materials	Robots	AP Funds	$2,000.00
Video and Lab Resources	Zula Patrol videos, online activities, robotics	General Revenue	$25,000.00
			Subtotal: $27,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $27,000.00

End of STEM Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: *We will increase the numbers of students qualifying for the Florida Bright Futures, Gold Seal Scholarship.*	1.1. Limited course options (Computers for Colleges and Careers, Web Design I and Web Design II).	1.1. License or write additional courses to expand course offerings.	1.1. Principal	1.1. Enrollment data, completion data	1.1. Enrollment data, grade reports.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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
Moodle LMS Training	HS/CTE	Tech Spec.	HS/CTE teacher, counselor	August 2012 – December 2012	Classroom walkthroughs	Principal
Course Development	K-12/All	Tech Spec.	School-wide	January 2013	Course development progress	Principal

2012-2013 School Improvement Plan (SIP)-Form SIP-1

CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Moodle Training	Registration, travel, materials	General Revenue	$2,000.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $2,000.00

End of CTE Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level :* *Enter numerical data for current goal in this box.*	2013 Expected Level :* *Enter numerical data for expected goal in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

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Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
		Total:	

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: $105,250
CELLA Budget	
	Total: $0.00
Mathematics Budget	
	Total: $25,250
Science Budget	
	Total: $25,250
Writing Budget	
	Total: $25,250
Civics Budget	
	Total: $0.00
U.S. History Budget	
	Total: $0.00
Attendance Budget	
	Total: $0.00
Suspension Budget	
	Total: $0.00
Dropout Prevention Budget	
	Total: $100.00
Parent Involvement Budget	
	Total: $0.00
STEM Budget	
	Total: $27,000.00
CTE Budget	
	Total: $2,000.00
Additional Goals	
	Total: $0.00
	Grand Total: $210,000.00

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

Are you reward school? ☐Yes ☒No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

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 members 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   ☐ No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
We will hold monthly meetings to review the progress of the school toward these goals.

Describe the projected use of SAC funds.	Amount
Lab materials for science days.	$200.00