

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

| | |
|---------------------------------|--|
| School Name: Bay Virtual School | District Name: Bay |
| Principal: Barbara Eubanks | Superintendent: William Husfelt |
| SAC Chair: Kay Landingham | Date of School Board Approval: November 2012 |

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.

| 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 | Barbara Eubanks | Ph.D. - Science Ed; Certifications: School Principal - all levels, Agriculture 6-12, English 5-9, General Science 5-9, Math 5-9, Social Science 5-9, Political Science 6-12 | 2 | 15 | Third year as administrator of BVS (new school 2010-2011), no school grade assigned |
| Assistant Principal | | | | | |

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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and 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) |
|--------------|------|-----------------------------|-----------------------------------|---|---|
| NA | | | | | |
| | | | | | |
| | | | | | |

Effective and Highly Effective Teachers

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

| Description of Strategy | Person Responsible | Projected Completion Date |
|---|--------------------|---------------------------|
| 1. All BVS teachers are adjuncts. We recruit teachers currently working in the district who are already highly qualified. | Coordinator | Ongoing |
| 2. Provide training and support for teachers who are new to online instruction. | Coordinator | Ongoing |
| 3. Teachers new to online teaching are mentored by veteran online teachers. | Coordinator | Ongoing |
| 4. | | |

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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 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 |
|---|---|
| None | |

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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|--|--------------------------------|--|-----------------------------|
| 15 | 0 | 1% (1) | 67% (9) | 33% (5) | 67% (9) | 100% (15) | 13% (2) | 7% (1) | 20% (5) |

Teacher Mentoring Program/Plan

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

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|--------------|------------------------------|---|--|
| Laurel Beach | Lisa Garrett and Lori Barber | Mentees are new to online teaching but well experienced as online student; Mentor offers technical and online teaching experience | Small group discussion and practice using online system; sharing technology tools and strategies for successful online instruction |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

| |
|---|
| Title I, Part A |
| Title I, Part C- Migrant |
| Title I, Part D |
| Title II |
| Title III |
| Title X- Homeless |
| Supplemental Academic Instruction (SAI) |
| Violence Prevention Programs |
| Nutrition Programs |
| Housing Programs |
| Head Start |
| Adult Education |
| Career and Technical Education |
| Job Training |
| Other |

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

| School-Based MTSS/RtI Team |
|---|
| Identify the school-based MTSS leadership team. |
| 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? |
| 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? |
| 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. |
| Describe the plan to train staff on MTSS. |
| Describe the plan to support MTSS. |

Literacy Leadership Team (LLT)

| School-Based Literacy Leadership Team |
|--|
| Identify the school-based Literacy Leadership Team (LLT). |
| Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). |
| What will be the major initiatives of the LLT this year? |

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.

**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?

**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?

Reading skills and comfort with independent learning are critical for success in online courses. Our curriculum is set according to our agreement with FLVS as we are a franchise of their company and use their courses. All teachers participate in professional development to enhance their ability to teach in the content area.

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?

Real life applications are built into the curriculum. Accelerated options allow students to sample higher level content and materials similar to what might be encountered in college level courses. Advisors meet with students to discuss and match course choices with career/academic goals.

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](#).

This report does not exist for this school. Bay Virtual School provides individualized tutoring and help sessions for students on an as-needed basis. All 11th grade students will be PERT tested in the spring and placed in the appropriate math and reading courses according to their scores.

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 |
| IA. FCAT 2.0: Students scoring at Achievement Level 3 in reading. | | | IA.1. Students need focused, direct instruction. | IA.1. Offer "Success Sessions" – face-to-face tutoring sessions | IA.1. Teachers | IA.1. Track number of students who participate in tutoring | IA.1. Log of students tutored |
| Reading Goal #1A: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| Increase the percentage of 10 th grade students achieving proficiency (FCAT Level 3) in Reading | 11% (1/11) | 20% | | | | | |
| | | | IA.2. Students need focused, direct instruction. | IA.2. Students participate in individualized tutoring via phone and/or Elluminate (web conferencing) software | IA.2. Coordinator | IA.2. Track number of students who participate | IA.2. Log of students participating |
| | | | IA.3. Online students have limited access to reading remediation | IA.3. Students practice skills through FCAT Explorer | IA.3. Coordinator | IA.3. Track number of students who participate | IA.3. Log of students participating |
| IB. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. | | | IB.1. | IB.1. | IB.1. | IB.1. | IB.1. |
| Reading Goal #1B: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| na | na | na | | | | | |
| | | | IB.2. | IB.2. | IB.2. | IB.2. | IB.2. |
| | | | IB.3. | IB.3. | IB.3. | IB.3. | IB.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 in reading. | | | 2A.1. Students need focused, direct instruction. | 2A.1. Offer "Success Sessions" – face-to-face tutoring sessions | 2A.1. Teachers | 2A.1. Track number of students who participate in tutoring | 2A.1. Log of students tutored |
| Reading Goal #2A: Increase the percentage of 10th grade students achieving Level 4 or 5 in FCAT Reading | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | 67% (6/9) | 70% | | | | | |
| | | | 2A.2. Students need focused, direct instruction. | 2A.2. Students participate in individualized tutoring via phone and/or Elluminate (web conferencing) software | 2A.2. Coordinator | 2A.2. Track number of students who participate | 2A.2. Log of students participating |
| | | | 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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | | | 2B.2. | 2B.2. | 2B.2. | 2B.2. | 2B.2. |
| | | | 2B.3. | 2B.3. | 2B.3. | 2B.3. | 2B.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 |
|---|---|--|--|---|---|--|-------------------------------------|
| 3A. FCAT 2.0: Percentage of students making learning gains in reading. | | | BA.1. Students need focused, direct instruction. | BA.1. Offer "Success Sessions" – face-to-face tutoring sessions | BA.1. Teachers | BA.1. Track number of students who participate in tutoring | BA.1. Log of students tutored |
| Reading Goal #3A: | <u>2012 Current Level of Performance:</u> * | <u>2013 Expected Level of Performance:</u> * | | | | | |
| Increase the percentage of 10th grade students achieving learning gains in FCAT Reading | | | | | | | |
| | | | BA.2. Students need focused, direct instruction. | BA.2. Students participate in individualized tutoring via phone and/or Elluminate (web conferencing) software | BA.2. Coordinator | BA.2. Track number of students who participate | BA.2. Log of students participating |
| | | | BA.3. | BA.3. | BA.3. | BA.3. | BA.3. |
| 3B. Florida Alternate Assessment: Percentage of students making learning gains in reading. | | | BB.1. | BB.1. | BB.1. | BB.1. | BB.1. |
| Reading Goal #3B: | <u>2012 Current Level of Performance:</u> * | <u>2013 Expected Level of Performance:</u> * | | | | | |
| <i>Enter narrative for the goal in this box.</i> | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | BB.2. | BB.2. | BB.2. | BB.2. | BB.2. |
| | | | BB.3. | BB.3. | BB.3. | BB.3. | BB.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. | | | 4A.1. Students need focused, direct instruction. | 4A.1. Offer "Success Sessions" – face-to-face tutoring sessions | 4A.1. Teachers | 4A.1. Track number of students who participate in tutoring | 4A.1. Log of students tutored |
| Reading Goal #4: Increase the percentage of 10th grade students in lowest 25% achieving learning gains in FCAT Reading | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | | | 4A.2. Students need focused, direct instruction | 4A.2. Students participate in individualized tutoring via phone and/or Elluminate (web conferencing) software | 4A.2. Coordinator | 4A.2. Track number of students who participate | 4A.2. Log of students participating |
| | | | 4A.3. | 4A.3. | 4A.3. | 4A.3. | 4A.3. |

| 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%. Reading Goal #5A: <i>Enter narrative for the goal in this box.</i> | Baseline data 2010-2011 | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| 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. Reading Goal #5B: <i>Enter narrative for the goal in this box.</i> | | | 5B.1. White: Black: Hispanic: Asian: American Indian: | 5B.1. | 5B.1. | 5B.1. | 5B.1. | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td><i>Enter numerical data for current level of performance in this box.</i></td> <td><i>Enter numerical data for expected level of performance in this box.</i></td> </tr> <tr> <td>White:</td> <td>White:</td> </tr> <tr> <td>Black:</td> <td>Black:</td> </tr> <tr> <td>Hispanic:</td> <td>Hispanic:</td> </tr> <tr> <td>Asian:</td> <td>Asian:</td> </tr> <tr> <td>American Indian:</td> <td>American Indian:</td> </tr> </tbody> </table> | | | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | White: | White: | Black: | Black: | Hispanic: | Hispanic: | Asian: | Asian: | American Indian: | American Indian: | 5B.2. | 5B.2. | 5B.2. | 5B.2. | 5B.2. | |
| 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | | | | | | | | | | | | | | | | | |
| <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | | | | | | | | | | | | | | | | | |
| White: | White: | | | | | | | | | | | | | | | | | | | | | |
| Black: | Black: | | | | | | | | | | | | | | | | | | | | | |
| Hispanic: | Hispanic: | | | | | | | | | | | | | | | | | | | | | |
| Asian: | Asian: | | | | | | | | | | | | | | | | | | | | | |
| American Indian: | American Indian: | | | | | | | | | | | | | | | | | | | | | |
| | | | 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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | 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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | 5D.2. | 5D.2. | 5D.2. | 5D.2. | 5D.2. |
| | | | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.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 |
|--|---|---|---------------------|----------|---|---|-----------------|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading. | | | 5E.1. | 5E.1. | 5E.1. | 5E.1. | 5E.1. |
| Reading Goal #5E: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | 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 |
| Reading Instruction Strategies | 9 – 12 | Beacon Staff | All faculty members | Ongoing throughout year at brick & mortar home schools | Strategies website: ReadingEducator.com; IPDP | District staff |
| Common Core Standards: Literacy in Content Areas | 9 – 12 | District Staff | All faculty members | Ongoing throughout year at brick & mortar home schools | Strategies website: ReadingEducator.com; IPDP | District staff |
| | | | | | | |

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Reading Budget (Insert rows as needed)

| | | | |
|---|--------------------------|----------------|------------------|
| Include only school funded activities/materials and exclude district funded activities/materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| NA | | | \$ 0 |
| | | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| NA – all costs included as part of district/FLVS budgeting | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| NA – all costs included as part of district/FLVS budgeting | | | |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| NA | | | |
| | | | Subtotal: |
| | | | Total: |

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* 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. | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| CELLA Goal #3: <i>Enter narrative for the goal in this box.</i> | 2012 Current Percent of Students Proficient in Writing : | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

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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Florida Alternate Assessment High School Mathematics Goals

* 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. Students need focused, direct instruction. | 1.1. Offer “Success Sessions” – face-to-face tutoring sessions | 1.1. Teachers | 1.1. Track number of students who participate in tutoring | 1.1. Log of students tutored |
| Mathematics Goal #1: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 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. | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

| 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 |
|---|---|---|---------------------|----------|---|---|-----------------|
| 3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics. | | | 3.1. | 3.1. | 3.1. | 3.1. | 3.1. |
| Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> | <u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 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

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

High School AMO Mathematics Goals

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

| 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 |
|---|---|---|--|-----------|---|---|-----------------|-----------|
| A. In six years, school will reduce their achievement gap by 50%. | Baseline data 2010-2011 | | | | | | | |
| | HS Mathematics Goal A: <i>Enter narrative for the goal in this box.</i> | | | | | | | |
| 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 | |
| B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. | | | BB.1. White: Black: Hispanic: Asian: American Indian: | BB.1. | BB.1. | BB.1. | BB.1. | |
| HS Mathematics Goal B: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian: | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian: | | | | | | |
| | | | BB.2. | BB.2. | BB.2. | BB.2. | BB.2. | |
| | | | BB.3. | BB.3. | BB.3. | BB.3. | BB.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 |
|--|---|---|---------------------|----------|---|---|-----------------|
| C. English Language Learners (ELL) not making satisfactory progress in mathematics. | | | 3C.1. | 3C.1. | 3C.1. | 3C.1. | 3C.1. |
| HS Mathematics Goal C: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> | <u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> | 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 |
| D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. | | | 3D.1. | 3D.1. | 3D.1. | 3D.1. | 3D.1. |
| HS Mathematics Goal D: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> | <u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> | 3D.2. | 3D.2. | 3D.2. | 3D.2. | 3D.2. |
| | | | 3D.3. | 3D.3. | 3D.3. | 3D.3. | 3D.3. |
| | | | | | | | |

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

| 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 |
|--|---|--|---------------------|----------|---|---|-----------------|
| E. Economically Disadvantaged students not making satisfactory progress in mathematics. | | | BE.1. | BE.1. | BE.1. | BE.1. | BE.1. |
| HS Mathematics Goal E: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | BE.2. | BE.2. | BE.2. | BE.2. | BE.2. |
| | | | BE.3. | BE.3. | BE.3. | BE.3. | BE.3. |

End of HS Mathematics AMO Goals_

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. | | | 1.1. Students need focused, direct instruction. | 1.1. Offer “Success Sessions” – face-to-face tutoring sessions | 1.1. Teachers | 1.1. Track number of students who participate in tutoring | 1.1. Log of students tutored |
| <u>Algebra 1 Goal #1:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| 50% of Algebra 1 students will earn a Level 3 score on EOC in Algebra 1. | NA | 50% | | | | | |
| | | | 1.2. Students need focused, direct instruction. | 1.2. Create short videos addressing skills/concepts that many students lack. | 1.2. Coordinator | 1.2. Log of participants; student performance on course assignments | 1.2. Discussion-based assessments (DBAs) |
| | | | 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 Algebra 1. | | | 2.1. Students need focused, direct instruction. | 2.1. Offer “Success Sessions” – face-to-face tutoring sessions | 2.1. Teachers | 2.1. Track number of students who participate in tutoring | 2.1. Log of students tutored |
| <u>Algebra Goal #2:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| 10% of Algebra 1 students will earn a Level 4 or 5 score on EOC in Algebra 1. | NA | 10% | | | | | |
| | | | 2.2. Students need focused, direct instruction. | 2.2. Create short videos addressing skills/concepts that many students lack. | 2.2. Coordinator | 2.2. Log of participants; student performance on course assignments | 2.2. Discussion-based assessments (DBAs) |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

End of Algebra 1 EOC Goals

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

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. | | | 1.1. Students need focused, direct instruction. | 1.1. Offer “Success Sessions” – face-to-face tutoring sessions | 1.1. Teachers | 1.1. Track number of students who participate in tutoring | 1.1. Log of students tutored |
| Geometry Goal #1: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| 50% of Geometry students will earn a Level 3 score on EOC in Geometry. | NA | 50% | | | | | |
| | | | 1.2. Students need focused, direct instruction. | 1.2. Create short videos addressing skills/concepts that many students lack. | 1.2. Coordinator | 1.2. Log of participants; student performance on course assignments | 1.2. Discussion-based assessments (DBAs) |
| | | | 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 |
| 2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. | | | 2.1. Students need focused, direct instruction. | 2.1. Offer “Success Sessions” – face-to-face tutoring sessions | 2.1. Teachers | 2.1. Track number of students who participate in tutoring | 2.1. Log of students tutored |
| Geometry Goal #2: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| 10% of Geometry students will earn a Level 3 score on EOC in Geometry. | NA | 10% | | | | | |
| | | | 2.2. Students need focused, direct instruction. | 2.2. Create short videos addressing skills/concepts that many students lack. | 2.2. Coordinator | 2.2. Log of participants; student performance on course assignments | 2.2. Discussion-based assessments (DBAs) |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

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 |
|--------------------------------------|-------------------------|--|---|--|-----------------------------------|--|
| Common Core – Content Area PD | 9 – 12 | District Staff | All faculty members | Ongoing throughout year at brick & mortar home schools | IPDP | District staff |
| | | | | | | |
| | | | | | | |

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

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 |
| NA – all costs included as part of district/FLVS budgeting | | | |
| | | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| NA – all costs included as part of district/FLVS budgeting | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| NA – all costs included as part of district/FLVS budgeting | | | |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| NA – all costs included as part of district/FLVS budgeting | | | |
| | | | |
| | | | Subtotal: |
| | | | Total: |

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

* 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. |
| Science Goal #1: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> | <u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 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. |
| Science Goal #2: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> | <u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 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

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

Biology 1 End-of-Course (EOC) Goals *(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. Students need focused, direct instruction. | 1.1. Offer “Success Sessions” – face-to-face tutoring sessions | 1.1. Teachers | 1.1. Track number of students who participate in tutoring | 1.1. Log of students tutored |
| Biology 1 Goal #1: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| 50% of Biology students will earn a Level 3 score on EOC in Biology. | NA | 50% | | | | | |
| | | | 1.2. Students need focused, direct instruction. | 1.2. Create short videos addressing skills/concepts that many students lack. | 1.2. Coordinator | 1.2. Log of participants; student performance on course assignments | 1.2. Discussion-based assessments (DBAs) |
| | | | 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 Biology 1. | | | 2.1. Students need focused, direct instruction. | 2.1. Offer “Success Sessions” – face-to-face tutoring sessions | 2.1. Teachers | 2.1. Track number of students who participate in tutoring | 2.1. Log of students tutored |
| Biology 1 Goal #2: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| 10% of Biology students will earn a Level 3 score on EOC in Biology. | NA | 50% | | | | | |
| | | | 2.2. Students need focused, direct instruction. | 2.2. Create short videos addressing skills/concepts that many students lack. | 2.2. Coordinator | 2.2. Log of participants; student performance on course assignments | 2.2. Discussion-based assessments (DBAs) |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

End of Biology I EOC Goals

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 |
| Common Core – Content Area PD | 9 – 12 | District Staff | All faculty members | Ongoing throughout year at home schools | IPDP | District staff |

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 |
|--|--------------------------|----------------|------------------|
| NA – all costs included as part of district/FLVS budgeting | | | |
| | | | |
| | | | Subtotal: |

Technology

| Strategy | Description of Resources | Funding Source | Amount |
|--|--------------------------|----------------|------------------|
| NA – all costs included as part of district/FLVS budgeting | | | |
| | | | |
| | | | Subtotal: |

Professional Development

| Strategy | Description of Resources | Funding Source | Amount |
|--|--------------------------|----------------|------------------|
| NA – all costs included as part of district/FLVS budgeting | | | |
| | | | |
| | | | Subtotal: |

Other

| Strategy | Description of Resources | Funding Source | Amount |
|--|--------------------------|----------------|------------------|
| NA – all costs included as part of district/FLVS budgeting | | | |
| | | | |
| | | | Subtotal: |
| | | | Total: |

End of Science Goals

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

Writing Goals

* 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. Little or inconsistent emphasis on writing across all subject areas | 1A.1. Develop a writing rubric across all subject areas using conventions and grammatical accuracy. Set clear expectations for teachers and students to focus on accurate spelling and capitalization in all writing. | 1A.1. Coordinator | 1A.1. Discuss during faculty meetings. | 1A.1. FCAT Writes scores |
| Writing Goal #1A: Increase the percentage of students scoring at Level 3 or higher on the FCAT Writes | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | 73% | 76% | | | | | |
| | | | 1A.2. Little or inconsistent emphasis on writing across all subject areas | 1A.2. Host writers’ conferences during Success Sessions; students peer review written assignments, using clearly set criteria | 1A.2. Coordinator | 1A.2. Faculty evaluations of peer review activities; improved student writing on all assignments | 1A.2. FCAT Writes scores |
| | | | 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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1B.2. | 1B.2. | 1B.2. | 1B.2. | 1B.2. |
| | | | 1B.3. | 1B.3. | 1B.3. | 1B.3. | 1B.3. |

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 |
| Common Core – Content Area PD | 9 – 12 | District Staff | All faculty members | Ongoing throughout year at home schools | IPDP | District staff |
| | | | | | | |
| | | | | | | |

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 |
| NA – all costs included as part of district/FLVS budgeting | | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| NA – all costs included as part of district/FLVS budgeting | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| NA – all costs included as part of district/FLVS budgeting | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| NA – all costs included as part of district/FLVS budgeting | | | |
| | | | Subtotal: |
| | | | Total: |

End of Writing Goals

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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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: |

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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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: |

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]).

| Attendance Goal(s) | | Problem-solving Process to Increase Attendance | | | | |
|--|---|---|----------|---|---|-----------------|
| Based on the analysis of attendance 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. Attendance | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Attendance Goal #1: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Attendance Rate:*</u> <i>Enter numerical data for current attendance rate in this box.</i> | <u>2013 Expected Attendance Rate:*</u> <i>Enter numerical data for expected attendance rate in this box.</i> | | | | |
| | <u>2012 Current Number of Students with Excessive Absences (10 or more)</u> <i>Enter numerical data for current number of absences in this box</i> | <u>2013 Expected Number of Students with Excessive Absences (10 or more)</u> <i>Enter numerical data for expected number of absences in this box.</i> | | | | |
| | <u>2012 Current Number of Students with Excessive Tardies (10 or more)</u> <i>Enter numerical data for current number of students tardy in this box.</i> | <u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u> <i>Enter numerical data for expected number of students tardy in this box.</i> | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. |
| | | | | | | |

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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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: |

End of Attendance Goals

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

Suspension Goal(s)

* 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: <i>Enter narrative for the goal in this box.</i> | <u>2012 Total Number of In-School Suspensions</u> <i>Enter numerical data for current number of in-school suspensions</i> | <u>2013 Expected Number of In-School Suspensions</u> <i>Enter numerical data for expected number of in-school suspensions</i> | | | | | | | | | | |
| | <u>2012 Total Number of Students Suspended In-School</u> <i>Enter numerical data for current number of students suspended in-school</i> | <u>2013 Expected Number of Students Suspended In-School</u> <i>Enter numerical data for expected number of students suspended in-school</i> | | | | | | | | | | |
| | <u>2012 Total Number of Out-of-School Suspensions</u> <i>Enter numerical data for current number of students suspended out-of-school</i> | <u>2013 Expected Number of Out-of-School Suspensions</u> <i>Enter numerical data for expected number of students suspended out-of-school</i> | | | | | | | | | | |
| | <u>2012 Total Number of Students Suspended Out-of-School</u> <i>Enter numerical data for current number of students suspended out-of-school</i> | <u>2013 Expected Number of Students Suspended Out-of-School</u> <i>Enter numerical data for expected number of students suspended out-of-school</i> | | | | | | | | | | |
| | | | | | | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | | | | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

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

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 | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Dropout Prevention Goal #1: <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i> | 2012 Current Dropout Rate:* | 2013 Expected Dropout Rate:* | | | | |
| | <i>Enter numerical data for dropout rate in this box.</i> | <i>Enter numerical data for expected dropout rate in this box.</i> | | | | |
| | 2012 Current Graduation Rate:* | 2013 Expected Graduation Rate:* | | | | |
| | <i>Enter numerical data for graduation rate in this box.</i> | <i>Enter numerical data for expected graduation rate in this box.</i> | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. |
| | | 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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 |
| | | | |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| | | | Total: |

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 |
| I. Parent Involvement | | | Parents don't understand how virtual school works. They don't know how to monitor student progress. | Require parents to attend Orientations. Provide information via Open House, personal phone calls, and orientations. Provide opportunities for parents to interact with other virtual school parents through field trips. | Coordinator | Count number of parents who participate in each function. Verify that parents participate in monthly phone calls and initial orientation. | Sign in sheets; end of year survey by FLVS |
| Parent Involvement Goal #1: | 2012 Current Level of Parent Involvement:* | 2013 Expected Level of Parent Involvement:* | | | | | |
| BVS parents will promote student growth through participation in various activities. | | | | | | | |
| | | | | | | | |
| | | | 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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: |

End of Parent Involvement Goal(s)

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

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

| 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 |
| STEM Goal #1: <i>Enter narrative for the goal in this box.</i> | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

STEM Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small> | | | | | | |
|---|---------------------|----------------------------------|--|---|-----------------------------------|---|
| 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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 |
| | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| | | | Total: |

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 | | | | |
|---|---|----------|---|---|-----------------|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| Based on the analysis of school data, identify and define areas in need of improvement: CTE Goal #1: <i>Enter narrative for the goal in this box.</i> | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| | 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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 |
| | | | |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| | | | Total: |

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: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level :* <i>Enter numerical data for current goal in this box.</i> | 2013 Expected Level :* <i>Enter numerical data for expected goal in this box.</i> | | | | | |
| | | | 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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)

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

Final Budget (Insert rows as needed)

| | |
|--|---------------------|
| Please provide the total budget from each section. | |
| Reading Budget | Total: |
| CELLA Budget | Total: |
| Mathematics Budget | Total: |
| Science Budget | Total: |
| Writing Budget | Total: |
| Civics Budget | Total: |
| U.S. History Budget | Total: |
| Attendance Budget | Total: |
| Suspension Budget | Total: |
| Dropout Prevention Budget | Total: |
| Parent Involvement Budget | Total: |
| STEM Budget | Total: |
| CTE Budget | Total: |
| Additional Goals | Total: |
| | Grand Total: |

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 | | |
|---|--------------------------------|----------------------------------|
| <input type="checkbox"/> Priority | <input type="checkbox"/> Focus | <input type="checkbox"/> 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.

| Describe the projected use of SAC funds. | Amount |
|--|--------|
| | |
| | |
| | |