

Submit this form with the Final School Improvement Plan to document SAC involvement in the development of the SIP.

**Documentation of School Advisory Council (SAC) Involvement in the development of the School Improvement Plan (SIP).**

School Name: Broward Virtual School

**Signatures:**

Principal: C. McGuire

SAC Chairperson(s): Debra Sutton

BTU Representative: Tony Mon

Title I Parent: \_\_\_\_\_

The School Advisory Council (SAC) discussed the School Improvement Plan (SIP) at the following SAC meetings:

Date	Location	Time of Meeting
7/14/2009	BECON	9 AM
7/23/2009	BECON	9 AM
7/28/2009	BECON	10 AM
8/17/2009	BECON	1 PM

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN

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School Name: BROWARD VIRTUAL EDUCATION

District Name: Broward

Principal: Christopher McGuire

SAC Chair: Delores Sallette

Superintendent: Mr. James F. Notter

Date of School Board Approval: 12/1/2009

Last Modified on: 08-31-2009

Dr. Eric J. Smith, Commission  
Florida Department of Educat  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Frances Haitcock, Chance  
K-12 Public Schools  
Florida Department of Educat  
325 West Gaines Street  
Tallahassee, Florida 32399

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## VISION and MISSION STATEMENTS

Vision: Broward Virtual School offers highly unique educational choices to middle and high school students through the use of innovative distance learning technologies. We pledge to offer high quality teaching, customer service, and continuous improvement to our stakeholders.

Mission: Providing the portal to 21st Century education-- online, anytime.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Broward Virtual School offers equitable access to high quality, individualized education, through the Internet and other distance learning technologies to middle and high school students in Broward County. This virtual environment provides flexibility of time and location, and promotes development of the skills, the attitudes, and the self-discipline necessary to achieve success in the 21st century. Broward Virtual School offers students part-time and full-time enrollment with the opportunity to earn a standard high school diploma entirely online.

Broward Virtual School's instructional program offers a variety of assessment techniques that address various learning styles and intelligence types. Online learning enables students to assume responsibility in their own learning. As a component of The School Board of Broward County, Broward Virtual School is fully accredited by the Southern Association of Colleges and Schools (SACS) and Commission on International and Trans-Regional Accreditation (CITA). Broward Virtual School is a franchise of Florida Virtual School.

#### Unique School Strengths for Next Year

Broward Virtual School students have consistently performed above their peers in the district as well as the state on FCAT reading, math, and science.

#### Unique School Weaknesses for Next Year

Due to the distance learning format at Broward Virtual School (BVS), students and teachers work remotely from different locations. While student achievement is positive overall, the distance learning format presents challenges to academic intervention efforts. BVS has not met Adequate Yearly Progress (AYP) mainly due to the percentage of students tested. Students attend BVS for the flexibility that the online learning environment provides. As such, students with a variety of circumstances take advantage of this option. As a result, it has been a consistent challenge to test 100 percent of students.

#### Student Demographics

pending 10 day count data

#### Student Attendance Rates

Attendance at BVS is determined the consistency of student participation in each course. Students are held accountable to maintaining a minimum pace to demonstrate attendance. BVS students demonstrated a 95 percent successful completion rate in 2008-09. Successful completion is measured by the student earning a passing grade in a course.

#### Student Mobility

BVS tends to have a high student mobility rate due to the variety of circumstances attract students to the virtual school model. For this reason, students are provided a four week grace period to determine the suitability of the virtual option to their needs. For every three students that begin a virtual course, two successfully complete.

#### Student Suspension Rates

Not applicable

#### Student Retention Rates

BVS has never retained a student at the middle school level. Retention rates are not applicable at the high school level.

#### Class Size

The class size calculation formula does not apply to the virtual school model. Teachers typically carry a student load of 150 students.

#### Academic Performance of Feeder Pattern

Not applicable

#### Partnerships and Grants

BVS is currently seeking new partnerships.

### STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

### HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Christopher McGuire	Degrees: B.S., M.S. Education Certification: Educational Leadership K-12, Spanish K-12, Principalship K-12	3	7	Oriole Elementary School: 2002-03: C (AYP not met) 2003-04: B (AYP not met) 2004-05: C (AYP not met)

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

### HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
not applicable	not applicable	not applicable			not applicable

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

### HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Professional Learning Communities	Chris McGuire	May 2010	

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Jeff Ayers	Social Studies	World Geography, World History, American	Needs to take subject area exam to meet highly qualified status.

### Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
11	0	0	36	64	60	91	10	0	27

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Dawn Cardenas	Charles Grimes	Teacher is new to virtual education. Ms. Cardenas was chosen due to her extensive experience and success as a virtual educator.	weekly web conferences

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

### Response to Instruction/Intervention (RtI)

#### School-based RtI Team

Identify the school-based RtI Leadership Team.

Christopher McGuire  
Ruth Eloi  
Tanya Mistretta

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The RtI team meets weekly to discuss student progress.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

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

#### RtI Implementation

Describe the data management system used to summarize tiered data.

The RtI team uses standard data to summarize.

Describe the plan to train staff on RtI.

The principal will train staff once he has been trained on RtI.

### School Wide Florida's Continuous Improvement Model

#### Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Weaknesses:

Reading

Words and Phrases Grades 6-8

Reference and Research Grades 9 and 10

Performance Tasks 8th and 10th Grade

Math

Number Sense Grades 6-8

Algebraic Thinking Grades 9 and 10

Science

Biology and Environmental Science 8th grade

Physical and Chemical Science 11th Grade

Writing

Persuasive Writing 8th and 10th Grade

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

BVS students work at their own pace. Students start courses at various times of the school year.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading  
Words and Phrases  
Reference and Research  
Performance Tasks (8th and 10th Grade)

Math  
Number Sense  
Algebraic Thinking

Science  
Biology and Environmental Science  
Physical and Chemical Science

Writing  
Persuasive Writing

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

The virtual school model is designed for individualized instruction for each student.

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

n/a

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?

BVS 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 supervision of the guidance director.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Instructional delivery at BVS is individualized to students through the online format. Students work at their own pace and have 24 hour / 7 days a week access to their course work.

How are instructional focus lessons developed and delivered?

Course lessons are developed by Florida Virtual School instructional designers. All courses are aligned to the Sunshine State Standards and the Next Generation Standards where applicable.

How will instructional focus lessons be revised and monitored?

The individualized instruction at BVS allows for student mastery. Students learn at their own pace which allows for constant lesson revision and requires consistent teacher monitoring.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

There are written and oral assessments given in each course. The student cannot proceed within the course until they have successfully passed the oral assessment.

How are assessments used to identify students reaching mastery and those not reaching mastery?

The written and oral assessments are used to determine if the student is ready to proceed to the next unit in the course.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

n/a

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

These are discussed in monthly team meetings, as well as staff meetings for the entire faculty.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal does monthly observations for each instructor. He monitors how student coursework is graded and makes sure student contact is at the appropriate level. The Guidance team is always available to discuss situations concerning student achievement.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Workshops are given to the students based on targeted weaknesses. Students are also given hands-on activities twice a month. Teachers use Elluminate to do one on one or group tutoring sessions with the students.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Teachers use Elluminate to do one on one or group tutoring sessions with the students.

How does the school identify staff's professional development needs to improve their instructional strategies?

The leadership team determines what is required.

Which students will be targeted for supplemental and intensive instruction/interventions?

Students who have achieved level 1 or 2 on FCAT will be targeted for interventions.

How will the effectiveness of the interventions be measured throughout the year?

BAT Testing and the 2010 FCAT.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Teachers will use Elluminate to do one on one or group tutoring sessions with the students.

Describe how students are identified for enrichment strategies.

Enrichment strategies will be offered to all students.

### Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
All grades and subjects.	Christopher McGuire	Once a month	The second Wednesday each month.	The BVS PLC will be studying the latest research on online education as outlined in <i>Disrupting Class</i> by Clayton Christensen.

### NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status  
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification  
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status  
No Attached Supplemental Educational Services (SES) Notification

### Pre-School Transition

Not applicable

### Postsecondary Transition

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

1. Planning four year schedules with students that will prepare them for a variety of post-secondary options.
2. Utilize accelerated mechanisms to expose students to post-secondary expectations and material while in high school.
  - a. require students to complete portfolios requiring exploration of careers and post-secondary options
  - b. encourage enrollment in technical shared-time programs that provide hands-on experiences
  - c. encourage enrollment in dual enrollment programs that provide exposure to collegiate level material

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Words and Phrases Reference and Research			By June 2010, 90% of 6th - 8th grade and 65% of 9th and 10th grade full-time students will achieve at level 3 or higher on the FCAT reading assessment.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Full-time students achieving levels 1 or 2 will be enrolled in a remedial reading course.	Principal/ Teachers/Guidance Team	Teachers will use FCAT scores to determine students in need of intervention.	Teacher developed assessment and BAT
2	Teachers will utilize web conferences (Elluminate) or phone conferences to offer distance learning tutorial sessions for students.	Principal/ Teachers/Guidance Team	Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	Teacher developed assessment and BAT
3	Targeted full-time students will participate in monthly face to face remedial instructional activities facilitated by BVS teachers.	Principal/ Teachers/Guidance Team	Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	Teacher developed assessment and BAT

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Performance Tasks (8th and 10th Grade)			By June 2010, 90% of 6th - 8th grade and 65% of 9th and 10th grade full-time students will achieve at level 3 or higher on the FCAT reading assessment.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Full-time 8th and 10th grade students will be exposed to performance task response strategies.	Principal/ Teachers	Teachers will provide intensive intervention to remediate all students on performance task response strategies.	Teacher developed assessment
2	Teachers will utilize web conferences (Elluminate) or phone conferences to offer distance learning tutorial sessions for students.	Principal/ Teachers	Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	Teacher developed assessment
3	Full-time students will participate in monthly face to face instructional activities facilitated by BVS teachers.	Principal/ Teachers	Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	Teacher developed assessment

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring

By June 2010, 90% of 6th - 8th grade and 65% of 9th and 10th grade full-time students will achieve at level 3 or higher on the FCAT reading assessment.	Teachers will participate in monthly BITES trainings facilitated by FLVS trainers that target best practices in online reading instruction.	FLVS trainers	September through May 2010	Teachers will keep a log of training and follow up activities.	Principal
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For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

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

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Licensing for FLVS courses	ETS software fund	\$37,500.00
		Total: \$37,500.00
Technology		
Description of Resources	Funding Source	Available Amount
Laptops for full-time virtual school teachers	unidentified	\$18,000.00
		Total: \$18,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
FLVS professional development web conferences	Franchise agreement	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Incentives for face to face student activities	Accountability	\$250.00
		Total: \$250.00
		Final Total: \$55,750.00

*End of Reading Goal*

## Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Number Sense Algebraic Thinking		By June 2010, 84% of students in grades 6-10 will achieve at level 3 or above on the FCAT mathematics test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will utilize web conferences (Elluminate) or phone conferences to offer distance learning tutorial sessions for students.	Principal	Teachers will utilize discussion based assessments (DBA) to determine student progress in targeted strand.	Benchmark Assessment Test (BAT)

2	Targeted full-time students will participate in monthly face to face remedial instructional activities facilitated by BVS teachers.	Principal	Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	Teacher developed assessment and BAT
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 84% of students in grades 6-10 will achieve at level 3 or above on the FCAT SSS.	Teachers will participate in monthly BITES trainings facilitated by FLVS trainers that target best practices in online mathematics instruction.	FLVS trainers	September through May 2010	Teachers will keep a log of training and follow up activities.	Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Licensing for FLVS courses	ETS software fund	\$37,500.00
		Total: \$37,500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Incentives for face to face student activities	Accountability	\$250.00
		Total: \$250.00
		Final Total: \$37,750.00

End of Mathematics Goal

## Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Biology and Environmental Science		By June 2010, 55% of students in 8th grade will achieve at level 3 or above on the FCAT science test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will utilize web conferences (Elluminate) or phone conferences to offer distance learning tutorial sessions for students.	Principal	Teachers will utilize discussion based assessments (DBA) to determine student progress in targeted strand.	Teacher developed assessment
2	Targeted full-time students will participate in monthly face to face hands-on and experimental instructional activities facilitated by BVS	Principal	Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	Teacher developed assessment

	teachers.			
3	Teachers will target student improvement in scientific writing to prepare students for the FCAT science test.	Principal	Lab activities: Teachers will evaluate students' lab reports to determine level of application of scientific method	Teacher developed assessment

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Physical and Chemical Science		By June 2010, 53% of students in 11th grade will achieve at level 3 or above on the FCAT science test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will utilize web conferences (Elluminate) or phone conferences to offer distance learning tutorial sessions for students.	Principal	Teachers will utilize discussion based assessments (DBA) to determine student progress in targeted strand.	Teacher developed assessment
2	Targeted full-time students will participate in monthly face to face hands-on and experimental instructional activities facilitated by BVS teachers.	Principal	Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	Teacher developed assessment
3	Teachers will target student improvement in scientific writing to prepare students for the FCAT science test.	Principal	Lab activities: Teachers will evaluate students' lab reports to determine level of application of scientific method	Teacher developed assessment

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 55% of students in 8th grade will achieve at level 3 or above on the FCAT science test.	Teachers will participate in monthly BITES trainings facilitated by FLVS trainers that target best practices in online mathematics instruction.	FLVS trainers	September through May 2010	Teachers will keep a log of training and follow up activities	Principal
By June 2010, 53% of students in 11th grade will achieve at level 3 or above on the FCAT science test.	Teachers will participate in monthly BITES trainings facilitated by FLVS trainers that target best practices in online mathematics instruction.	FLVS trainers	September through May 2010	Teachers will keep a log of training and follow up activities.	Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Licensing for FLVS courses	ETS software fund	\$37,500.00
		Total: \$37,500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Incentives for face to face student activities	Accountability	\$250.00
Materials for science lab activities	General Budget	\$300.00
		Total: \$550.00
		Final Total: \$38,050.00

## Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Persuasive Writing		By June 2010, 90% of 10th grade students will score 4.0 or above on the FCAT writing assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Face to face instructional activities will be scheduled to instruct students in persuasive writing techniques.	Principal / Teachers	Teachers will administer a persuasive writing assessment (prompt) to determine baseline data for each student. Scores will be based on the NCTE/IRA Six Traits Writing Rubric	Teacher developed assessment (prompt)
2	Teachers will emphasize ideas, organization, word choice, focus, sentence fluency, voice and conventions when grading students' coursework.	Principal / Teachers	Teachers will utilize the Six Traits Writing Rubric when grading writing assignments in all courses.	Student work samples

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Persuasive Writing		By June 2010, 75% of 8th grade students will score 4.0 or above on the FCAT writing assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Face to face instructional activities will be scheduled to instruct students in persuasive writing techniques.	Principal / Teachers	Teachers will administer a persuasive writing assessment (prompt) to determine baseline data for each student. Scores will be based on the NCTE/IRA Six Traits Writing Rubric	Teacher developed assessment (prompt)
2	Teachers will emphasize ideas, organization, word choice, focus, sentence fluency, voice and conventions when grading students' coursework.	Principal / Teachers	Teachers will utilize the Six Traits Writing Rubric when grading writing assignments in all courses.	Student work samples

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 90% of 10th students will score 4.0 or above on the FCAT writing assessment.	Six Traits Writing Rubric	Teacher	November 2009	Teachers will utilize the Six Traits Writing Rubric when grading writing assignments in all courses.	Principal
By June 2010, 75% of 8th grade students will score 4.0 or above on the FCAT writing assessment.	Six Traits Writing Rubric	Teacher	November 2009	Teachers will utilize the Six Traits Writing Rubric when grading writing assignments in all courses.	Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Licensing for FLVS courses	ETS software fund	\$37,500.00
		Total: \$37,500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Incentives for face to face student activities	Accountability	\$250.00
		Total: \$250.00
		Final Total: \$37,750.00

End of Science Goal

## Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase parent involvement		All parents will have attended an orientation session before their child begins any online course.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Orientation sessions will be scheduled weekly from July through September.	Principal/ Guidance Counselor	Attendance will be tracked through the orientation process	Successful registration for BVS courses

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase teacher to parent phone contact		Teachers will contact parents on a monthly basis to discuss student pace and progress in online courses.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will initiate phone calls to parents on a monthly basis.	Teacher/Principal	VSA call log	Annual Parent Survey

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Teacher Contact with Parent	Monthly phone calls to parents	Teacher	May 2010	Monthly observations	Chris McGuire

Budget:

Evidence-based Program(s) / Material(s)		
Description of Resources	Funding Source	Available Amount
None have been allocated yet.	None	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Materials for orientation sessions	General Budget	\$1,000.00
		Total: \$1,000.00
		Final Total: \$1,000.00

*End of Parent Involvement Goal*

## Other Goals

No Other Goals were submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Licensing for FLVS courses	ETS software fund	\$37,500.00
Mathematics	Licensing for FLVS courses	ETS software fund	\$37,500.00
Writing	Licensing for FLVS courses	ETS software fund	\$37,500.00
Science	Licensing for FLVS courses	ETS software fund	\$37,500.00
Parental Involvement	None have been allocated yet.	None	\$0.00
			Total: \$150,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Laptops for full-time virtual school teachers	unidentified	\$18,000.00
			Total: \$18,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FLVS professional development web conferences	Franchise agreement	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Incentives for face to face student activities	Accountability	\$250.00
Mathematics	Incentives for face to face student activities	Accountability	\$250.00
Writing	Incentives for face to face student activities	Accountability	\$250.00
Science	Incentives for face to face student activities	Accountability	\$250.00
Science	Materials for science lab activities	General Budget	\$300.00
Parental Involvement	Materials for orientation sessions	General Budget	\$1,000.00
			Total: \$2,300.00
			Final Total: \$170,300.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

Intervene  
  Correct II  
  Prevent II  
  Correct I  
  Prevent I  
  NA

No Attached school's Differentiated Accountability Checklist of Compliance

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds have not been placed in our budget yet.	0

Describe the Activities of the School Advisory Council for the Upcoming Year

Meetings will be scheduled each month, usually on the first Wednesday.

## SAC Members

### Members

- 1) Chris McGuire, Principal
- 2) Delores Sallette, SAC Chair
- 3) Alexander Grady, Student
- 4) Daniel Roy, Student
- 5) Frank Koegel, Teacher
- 6) Ruth Eloi, Teacher
- 7) Tanya Mistretta, Teacher
- 8) Colleen Grady, Parent
- 9) Colleen Grady, Parent
- 10) Michelle Roy, Parent
- 11) Peter Garcia, Community Member
- 12) Dottie Maxwell, Community Member
- 13) Joyce Dehn, School Support Personnel
- 14) Laura Pinto, School Support Personnel
- 15) Tim Maxwell, Union Steward

# AYP DATA

No Data Found

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward BROWARD VIRTUAL EDUCATION 7004													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>													Read: 61 Math: 61			2007-2008 School Grade <sup>1</sup> :			Did the School make Adequate Yearly Progress?			NO				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL <sup>4</sup>	57	N	55	N	71	Y	83	Y			NA	42	49	Y	44	29	NA	25	17	NA	76	NA	86	NA		
WHITE	47	N	47	N	NA	NA	NA	NA			NA	43	53	Y			NA			NA						
BLACK		NA		NA		NA		NA						NA			NA			NA						
HISPANIC		NA		NA		NA		NA						NA			NA			NA						
ASIAN		NA		NA		NA		NA						NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA						NA			NA			NA						
ECONOMICALLY DISADVANTAGED		NA		NA		NA		NA						NA			NA			NA						
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA						NA			NA			NA						
STUDENTS WITH DISABILITIES		NA		NA		NA		NA						NA			NA			NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward BROWARD VIRTUAL EDUCATION 7004													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>													Read: 32 Math: 31			2006-2007 School Grade <sup>1</sup> :			Did the School make Adequate Yearly Progress?			NO				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL <sup>4</sup>	68	N	65	N	56	Y	75	Y	73		NA	34	42	Y	52	44	NA	43	25	NA	64	NA			NA	
WHITE		NA		NA		NA		NA				38	43	NA			NA			NA						
BLACK		NA		NA		NA		NA					17	NA			NA			NA						
HISPANIC		NA		NA		NA		NA				40	50	NA			NA			NA						
ASIAN		NA		NA		NA		NA						NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA						NA			NA			NA						
ECONOMICALLY DISADVANTAGED		NA		NA		NA		NA						NA			NA			NA						
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA					25	NA			NA			NA						
STUDENTS WITH DISABILITIES		NA		NA		NA		NA						NA			NA			NA						

## SCHOOL GRADE DATA

School District						
2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	%	%				If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested

School District						
2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
						Writing and Science: Takes into account the

% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		% scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	%	%				If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested

School District						
2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	%	%				If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested