

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: BROWARD VIRTUAL EDUCATION

District Name: Broward

Principal: Christopher McGuire

SAC Chair: Delores Sallette

Superintendent: Donnie Carter, Interim Superintendent

Date of School Board Approval: 12/6/11

Last Modified on: 9/22/2011

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: 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 Section 1 of the writing and science goals.)

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

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

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

(Use this data to inform the problem solving process when writing goals.)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Christopher McGuire	M.S., Educational Leadership B.S., Multilingual Education Educational Leadership (All Levels) Foreign Language (Spanish) K-12 School Principal (All Levels)	5	8	Oriole Elementary School (Assistant Principal) 2002-03: C (AYP not met) 2003-04: B (AYP not met) 2004-05: C (AYP not met) 2010-11: A (AYP met)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
No data submitted					

HIGHLY QUALIFIED TEACHERS

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

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

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

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

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

Teacher Mentoring Program

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

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

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other

Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

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

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

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

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

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

RTI Implementation

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

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

Describe the plan to train staff on RTI.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Christopher McGuire, Dawn Cardenas, Penny Nurnberg, and Dr. Evelyn Weaver.

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

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

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

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

NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status
No Attachment

Public School Choice with Transportation (CWT) Notification
No Attachment

Notification of (School in Need of Improvement) SINI Status
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

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

*High Schools Only

Note: Required for High School - Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

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

1. Planning four year schedules with students that will prepare them for a variety of post-secondary options.
2. Utilize accelerated mechanisms to expose students to post-secondary expectations and material while in high school.

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

1. Students are required to complete portfolios, requiring exploration of careers and post-secondary options.
2. Students are encouraged to participate in industry certification programs at the Tech Centers that provide hands-on experiences.
3. Students use FACTS.org for academic and career planning research with students. Students in 9th grade are required to complete and reevaluate their ePEP.

Postsecondary Transition

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

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	By June 2012, 83 percent of students in grades 3-10 will achieve level 3 or higher on the FCAT reading section.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
80% (116) of students achieved level 3 or higher	83% will meet the target

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1.1 Full-time students achieving Level 1 or 2 will be enrolled in a reading course.	1.1 Principal Guidance/Teacher Team Dawn Cardenas; Curriculum Specialist	1.1 Teachers will use FCAT scores to determine students in need of intervention.	1.1 Teacher developed assessment and BAT.
2	1.2 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1.2 Teachers will utilize weekly web e-class sessions using Elluminate or telephone to offer distance learning tutorial sessions.	1.2 Principal Guidance/Teacher Team Curriculum Specialist	1.2 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	1.2 Teacher developed assessment and BAT.
3	1.3 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1.3 Targeted full-time students will participate in regular instructional activities facilitated by BVS faculty.	1.3 Principal Guidance/Teacher Team Curriculum Specialist	1.3 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	1.3 Teacher developed assessment and BAT.

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

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	By June 2012, 49 percent of students in grades 3-10 will achieve Level 4 or higher on the FCAT reading section.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
46% (60) of students achieved Level 4 or higher.	49% will meet the target.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	2.1 Full-time students will be exposed to enrichment reading opportunities to enhance their analytical reading and reasoning skills.	2.1 Principal Guidance/Teacher Team Dawn Cardenas, Curriculum Specialist	2.1 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	2.1 Teacher developed assessment.
2	2.2 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	2.2 Teachers will utilize regular web e-class using Elluminate or telephone to offer distance learning tutorial sessions.	2.2 Principal Guidance/Teacher Team Curriculum Specialist	2.2 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	2.2 Teacher developed assessment.
3	2.3 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	2.3 Full-time students will participate in regular face-to-face instructional activities facilitated by BVS teachers.	2.3 Principal Guidance/Teacher Team Curriculum Specialist	2.3 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	2.3 Teacher developed assessment.

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

3. Percentage of students making Learning Gains in reading Reading Goal #3:	By June 2012, 68 percent of students in grades 3-10 will demonstrate learning gains on the FCAT reading section.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
66% of students demonstrated a year's worth of progress in reading.	68% of students will meet the target.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	3.1 Full-time students achieving Level 1 or 2 will be enrolled in a reading course.	3.1 Principal Guidance/Teacher Team Dawn Cardenas, Curriculum Specialist	3.1 Teachers will use FCAT scores to determine students in need of intervention.	3.1 Teacher developed assessment and BAT
2	3.2 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	3.2 Teacher will utilize weekly web e-class sessions using Elluminate or telephone to offer distance learning tutorial sessions.	3.2 Principal Guidance/Teacher Team Curriculum Specialist	3.2 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	3.2 Teacher developed assessment and BAT
	3.3 The virtual education format	3.3 Targeted full-time students will participate	3.3 Principal	3.3 Teachers will use informal assessments	3.3 Teacher developed

3	inhibits the ability to deliver academic interventions on a consistent basis.	in regular instructional activities facilitated by BVS faculty	Guidance/Teacher Team Curriculum Specialist	(pre and post) to determine student progress in targeted strand.	assessment and BAT.
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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:

4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:	By June 2012, 65% of students in the lowest 25% will demonstrate learning gains.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
62% of students in the lowest 25% demonstrated learning gains.	65% of students will meet the target.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	4.1 Full-time students achieving Level 1 or 2 will be enrolled in a reading course.	4.1 Principal Guidance/Teacher Team Dawn Cardenas, Curriculum Specialist	4.1 Teacher will use FCAT scores to determine students in need of intervention.	4.1 Teacher developed assessment and BAT.
2	4.2 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	4.2 Teacher will utilize weekly web e-class sessions using Elluminate or telephone to offer distance learning tutorial sessions.	4.2 Principal Guidance/Teacher Team Curriculum Specialist	4.2 Teacher will use informal assessments (pre and post) to determine student progress in targeted strand.	4.2 Teacher developed assessment and BAT.
3	4.3 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	4.3 Targeted full-time students will participate in regular instructional activities facilitated by BVS faculty.	4.3 Principal Guidance/Teacher Team Curriculum Specialist	4.3 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	4.3 Teacher developed assessment and BAT.

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	Not applicable - all subgroups met AYP targets.
Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
na	na

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	na	na	na	na	na

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

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	Not applicable - all subgroups met AYP targets.
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Reading Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *

2012 Expected Level of Performance: *

na

na

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	na	na	na	na	na

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	Not applicable - all subgroups met AYP targets.
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Reading Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: *

2012 Expected Level of Performance: *

na

na

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	na	na	na	na	na

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading	By June 2012, 79% of Economically Disadvantaged
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Reading Goal #5D:		students will meet AYP criteria.			
Reading Goal #5D: Economically Disadvantaged					
2011 Current Level of Performance: *			2012 Expected Level of Performance: *		
69 % of Economically Disadvantaged students met AYP criteria.			79% of Economically Disadvantaged students will meet AYP criteria.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	5D.1 Full-time students achieving Level 1 or 2 will be enrolled in a reading course.	5D.1 Principal Guidance/Teacher Team Dawn Cardenas, Curriculum Specialist	5D.1 Teacher will use FCAT scores to determine students in need of intervention.	5D.1 Teacher developed assessment and BAT.
2	5D.2 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	5D.2 Teacher will utilize weekly web e-class sessions using Elluminate or telephone to offer distance learning tutorial sessions.	5D.2 Principal Guidance/Teacher Team Curriculum Specialist	5D.2 Teacher will use informal assessments (pre and post) to determine student progress in targeted strand.	5D.2 Teacher developed assessment and BAT.
3	5D.3 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	5D.3 Targeted full-time students will participate in regular instructional activities facilitated by BVS faculty.	5D.3 Principal Guidance/Teacher Team Curriculum Specialist	5D.3 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	5D.3 Teacher developed assessment and BAT.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
All teachers will participate in Blackboard Learning Management System Training.	All	Principal	All Instructional Staff	June 2011 through June 2012 as scheduled.	Walkthroughs	Principal
Teachers will participate in monthly training activities facilitated by FLVS trainers that target best practices in	All	Florida Virtual School trainers	All Teachers	Activities will take place monthly throughout the school year.	Teachers submit report to Principal indicating how PD activity will be implemented in job duties.	Principal

online reading instruction						
The BVS PLC will be studying effective mentoring and coaching techniques that can be applied to online learning pedagogy.	All	Principal	All Teachers	PLC meetings will take place the second Wednesday of each month.	Activities will be ongoing throughout the school year.	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students in grades 9-11 who achieved Level 2 on the FCAT reading assessment will be enrolled in a school-developed online intensive reading course.	Teacher allocation	School budget	\$20,000.00
Students in Grades K-5 identified as struggling readers will receive intensive reading instruction from a part-time reading endorsed teacher.	Teacher allocation	School Budget	\$7,000.00
			Subtotal: \$27,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
BVS will continue to utilize Blackboard as its LMS for the online high school reading course.	Blackboard licensing	District source	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher training provided by Florida Virtual School (applicable to reading, math, writing, and science goals.)	Florida Virtual School Franchise Agreement (board approved)	ETS Hardware	\$150,000.00
Teacher training provided by Florida Virtual School (applicable to reading, math, writing, and science goals.)	Florida Virtual School Franchise Agreement (board approved.)	Software Fund School Budget	\$100,000.00
			Subtotal: \$250,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$277,000.00

Mathematics Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	By June 2012, 80 percent of students in grades 3-10 will achieve Level 3 or higher on the FCAT math section.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
76% (71) of students achieved Level 3 or higher	80% will meet the target

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1.1 Monthly, live Elluminate sessions to address areas of weakness in the course or identified areas of weakness (traditionally areas of basic arithmetic, formulas, easurement, rational numbers) which will be recorded and posted as a resource for middle school students.	1.1 Principal Guidance/Teacher Team	1.1 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	1.1 Teacher developed assessment and BAT.
2	1.2 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1.2 Online preparation tutorials for students who will take an EOC.	1.2 Principal Guidance/Teacher Team	1.2 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	1.2 Teacher developed assessment and BAT.
3	1.3 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1.3 Ensure student access to sites for extra practice/reinforment (Khan Academy, for example) on our Dashboard and send out monthly encouragement to visit sites and look at a particular topic.	1.3 Principal Guidance/Teacher Team	1.3 Discussion based assessments.	1.3 Module tests in the courses.
4	1.4 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1.4 Use school days to reinforce areas of weakness and help the math to come alive and be fun, with a focus on ESOL and ESE students.	1.4 Principal Guidance/Teacher Team	1.4 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	1.4 Teacher developed assessment and BAT.
5	1.5 The virtual education format inhibits the ability tod eliver academic interventions on a consistent basis.	1.5 Use DBAs as tutorials to target lower level math students and focus on missed questions on course practice tests.	1.5 Principal Guidance/Teacher Team	1.5 Teacher will use informal assessments (pre and post) to determine student progress in targeted strand.	1.5 Teacher developed assessment and BAT.

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

2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	By June 2012, 40 percent of students in grades 3-10 will achieve Level 3 or higher on the FCAT math section.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
37% (34) of students achieved Level 4 or higher.	40% will meet the target.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	2.1 Monthly, live Elluminate sessions to address areas of weakness in the course or identified areas of weakness (traditionally areas of basic arithmetic, formulas, measurement, rational numbers) which will be recorded and posted as a resource for middle school students.	2.1 Principal Guidance/Teacher Team	2.1 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	2.1 Teacher developed assessment and BAT.
2	2.2 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	2.2 Online preparation tutorials for students who will take an EOC.	2.2 Principal Guidance/Teacher Team	2.2 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	2.2 Teacher developed assessment and BAT.
3	2.3 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	2.3 Ensure student access to sites for extra practice/reinforcement (Khan Academy, for example) on our Dashboard and send out monthly encouragements to visit sites and look at a particular topic.	2.3 Principal Guidance/Teacher Team	2.3 Discussion based assessments.	2.3 Module tests in the courses.
4	2.4 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	2.4 Use school days to reinforce areas of weakness and help the math to come alive and be fun, with a focus on ESOL and ESE students.	2.4 Principal Guidance/Teacher Team	2.4 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	2.4 Teacher developed assessment and BAT.
5	2.5 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	2.5 Use DBAs as tutorials to target lower level math students and focus on missed questions on course practice tests.	2.5 Principal Guidance/Teacher Team	2.5 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	2.5 Teacher developed assessment and BAT.

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

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	By June 2012, 70 percent of students in grades 3-10 will demonstrate learning gains in mathematics.
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2011 Current Level of Performance: *	2012 Expected Level of Performance: *
60% of students achieved Level 3 or higher	70% will meet the target

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	3.1 Monthly, live Elluminate sessions to address areas of weakness in the course or identified areas of weakness (traditionally areas of basic arithmetic, formulas, measurement, rational numbers) which will be recorded and posted as a resource for middle school students.	3.1 Principal Guidance/Teacher Team	3.1 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	3.1 Teacher developed assessment and BAT.
2	3.2 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	3.2 Online preparation tutorials for students who will take an EOC.	3.2 Principal Guidance/Teacher Team	3.2 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	3.2 Teacher developed assessment and BAT.
3	3.3 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	3.3 Ensure student access to sites for extra practice/reinforcement (Khan Academy, for example) on our Dashboard and send out monthly encouragement to visit sites and look at a particular topic.	3.3 Principal Guidance/Teacher Team	3.3 Discussion based assessments.	3.3 Module tests in the courses.
4	3.4 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	3.4 Use school days to reinforce areas of weakness and help the math to come alive and be fun, with a focus on ESOL and ESE students.	3.4 Principal Guidance/Teacher Team	3.4 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	3.4 Teacher developed assessment and BAT.
5	3.5 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	3.5 Use DBAs as tutorials to target lower level math students and focus on missed questions on course practice tests.	3.4 Principal Guidance/Teacher Team	3.4 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	3.4 Teacher developed assessment and BAT

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

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	By June 2012, 70 percent of students in the lowest 25% will demonstrate learning gains in mathematics.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
63% of students demonstrated learning gains.	70% will meet the target.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	4.1 Monthly, live Elluminate sessions to address areas of weakness in the course or identified areas of weakness (traditionally areas of basic arithmetic, formulas, measurement, rational numbers) which will be recorded and posted as a resource for middle school students.	4.1 Principal Guidance/Teacher Team	4.1 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	4.1 Teacher developed assessment and BAT.
2	4.2 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	4.2 Online preparation tutorials for students who will take an EOC.	4.2 Principal Guidance/Teacher Team	4.2 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	4.2 Teacher developed assessment and BAT.
3	4.3 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	4.3 Ensure student access to sites for extra practice/reinforcement (Khan Academy, for example) on our Dashboard and send out monthly encouragement to visit sites and look at particular topic.	4.3 Principal Guidance/Teacher Team	4.3 Discussion based assessments.	4.3 Module tests in the courses.
4	4.4 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	4.4 Use school days to reinforce areas of weakness and help the math to come alive and be fun, with a focus on ESOL and ESE students.	4.4 Principal Guidance/Teacher Team	4.4 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	4.4 Teacher developed assessment and BAT.

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	By June 2012 80% of Hispanic students will meet the AYP target in mathematics.
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
74% of Hispanic students met AYP in mathematics.	80% of Hispanic students will meet the AYP target in mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5A.1 The virtual education format	5A.1 Monthly, live Elluminate sessions to	5A.1 Principal	5A.1 Teachers will use informal assessments	5A.1 Teacher developed

1	inhibits the ability to deliver academic interventions on a consistent basis.	address areas of weakness in the course or identified areas of weakness (traditionally areas of basic arithmetic, formulas, measurement, rational numbers) which will be recorded and posted as a resource for middle school students.	Guidance/Teacher Team	(pre and post) to determine student progress in targeted strand.	assessment and BAT.
2	5A.2 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	5A.2 Online preparation tutorials for students who will take an EOC.	5A.2 Principal Guidance/Teacher Team2	5A.2 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	5A.2 Teacher developed assessment and BAT 2
3	5A.3 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	5A.3 Ensure student access to sites for extra practice/reinforcement (Khan Academy, for example) on our Dashboard and send out monthly encouragement to visit sites and look at a particular topic.	5A.3 Principal Guidance/Teacher Team2	5A.3 Discussion based assessments.	5A.3 Teacher developed assessment and BAT..2
4	5A.4 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	5A.4 Use school days to reinforce areas of weakness and help the math to come alive and be fun, with a focus on ESOL and ESE students.	5A.4 Principal Guidance/Teacher Team2	5A.4 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	5A.4 Teacher developed assessment and BAT 2
5	5A.5 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis	5A.5 Use DBAs as tutorials to target lower level math students and focus on missed questions on course practice tests.	5A.5 Principal Guidance/Teacher Team2	5A.5 Teachers will use informal assessments (pre and post) to determine student progress in targeted strand.	5A.5 Teacher developed assessment and BAT 2

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

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	Not applicable - All subgroups met AYP targets.
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Mathematics Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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na	na
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	na	na	na	na	na

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:		Not applicable - All subgroups met AYP targets.			
Mathematics Goal #5C: Students with Disabilities (SWD)					
2011 Current Level of Performance: *			2012 Expected Level of Performance: *		
na			na		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	na	na	na	na	na

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:		Not applicable - All subgroups met AYP targets.			
Mathematics Goal #5D: Economically Disadvantaged					
2011 Current Level of Performance: *			2012 Expected Level of Performance: *		
na			na		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	na	na	na	na	na

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teachers will						

participate in monthly training activities facilitated by FLVS trainers that target best practices in online mathematics instruction.	Math Instructors	Florida Virtual School trainers	All Teachers	Activities will take place monthly throughout the school year.	Teachers submit report to Principal indicating how PD activity will be implemented in job duties.	Principal
The BVS PLC will be studying effective mentoring and coaching techniques that can be applied to online learning pedagogy.	All	Principal	All Teachers	PLC meetings will take place the second Wednesday of each month.	Activities will be ongoing throughout the school year.	Principal
All teachers will participate in Blackboard Learning Management System Training.	All	Principal	All Instructional Staff	June 2011 through June 2012 as scheduled.	Walkthroughs	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Offer virtual courses aligned to next generation standards.	Florida Virtual School	ETS Hardware	\$150,000.00
Offer virtual courses aligned to next generation standards.	Florida Virtual School.	Software Agreement School Budget	\$100,000.00
			Subtotal: \$250,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$250,000.00

End of Mathematics Goals

Science Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in

science Science Goal #1:	By June 2012, 60 percent of students in grades 5 and 8 will achieve Level 3 or higher on the FCAT science section.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
56% of students achieved Level 3 or higher.	60% will meet target.

Problem-Solving Process to Increase Student Achievement

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

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

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:	By June 2012, 60% of 5th and 8th grade students will achieve at level 3 or higher on the FCAT science test.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
no data has been provided that specifies the number of students who achieved levels 4 or 5.	60% will meet the target

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attend monthly County Science Dept. Workshops	All Science Teachers	The Broward County Science Supervisor	All Science Teachers	Monthly	Reports to staff meetings monthly.	Science Teachers
All teachers will participate in Blackboard Learning Management System Training.	All	Principal	All Instructional Staff	June 2011 through June 2012 as scheduled.	Walkthroughs	Principal
1)Teachers will participate in monthly BITES trainings facilitated by FLVS trainers that target best practices in online science instruction.	Science Teachers	1)Florida Virtual School trainers.	All Teachers	Activities will take place monthly throughout the school year.	Teachers submit report to Principal indicating how PD activity will be implemented in job duties	Principal
The BVS PLC will be studying latest research and technology driven education.	All	Principal	All Teachers	PLC meetings will take place the second Wednesday of each month.	Activities will be ongoing throughout the school year.	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Offer virtual courses aligned to next generation standards.	Florida Virtual School	ETS Hardware	\$150,000.00
Offer virtual courses aligned to next generation standards.	Florida Virtual School	Software Fund School Budget	\$100,000.00
			Subtotal: \$250,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$250,000.00

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing Writing Goal #1:	By June 2012, 90 percent of students in grades 4, 8, and 10 will score 4.0 or higher on the FCAT writing assessment.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
87% of students achieved Level 4 or higher.	90% will meet the target.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1.1 Teachers will emphasize ideas, organization, word choice, focus, sentence fluency, voice and conventions when grading students' work.	1.1 Principal Teachers	1.1 Teachers will utilize Six Traits Writing Rubric when grading assignments.	1.1 Student work samples.
2	1.2 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1.2 Face to face instructional activities will be provided to instruct students in persuasive and expository writing.	1.2 Principal Teachers	1.2 Curriculum Specialist will administer a writing assessment (prompt) to determine baseline data for each student. Scores will be based on the NCTE/IRA Six Writing Traits rubric.	1.2 Teacher assessment (prompt).
3	1.3 The virtual education format inhibits the ability to deliver academic interventions on a consistent basis.	1.3 Targeted students will be provided intensive writing interventions.	1.3 Curriculum Specialist	1.3 Curriculum Specialist will administer a writing assessment (prompt) to determine baseline data for each student. Scores will be based on the NCTE/IRA Six Writing Traits rubric.	1.3 Teacher developed assessment (prompt).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	Not applicable - All subgroups met AYP targets.
Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
na	na

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	na	na	na	na	na

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	Not applicable - All subgroups met AYP targets.
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Writing Goal #2B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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na	na
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	na	na	na	na	na

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2C:	Not applicable - All subgroups met AYP targets.
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Writing Goal #2C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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na	na
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	na	na	na	na	na

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing	Not applicable - All subgroups met AYP targets.
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Writing Goal #2D:					
Writing Goal #2D: Economically Disadvantaged					
2011 Current Level of Performance: *			2012 Expected Level of Performance: *		
na			na		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	na	na	na	na	na

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teachers will participate in monthly BITES trainings facilitated by FLVS trainers that target best practices in online writing instruction.	English/LA Instructors	Florida Virtual School trainers	All Teachers	Activities will take place monthly throughout the school year.	Teachers submit report to Principal indicating how PD activity will be implemented in job duties.	Principal
The BVS PLC will be studying the latest research on online education.	All	Principal	All Teachers	PLC meetings will take place the second Wednesday of each month.	Activities will be ongoing throughout the school year.	Principal
All teachers will participate in Blackboard learning Management System Training.	All	Principal	All Instructional Staff	June 2011 through June 2012 as scheduled.	Walkthroughs	Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Offer online courses aligned to next generation standards.	Florida Virtual School	ETS Hardware	\$150,000.00

Offer online courses aligned to next generation standards.	Florida Virtual School	Software Fund School Budget	\$100,000.00
			Subtotal: \$250,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$250,000.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		Not applicable to virtual education.			
Attendance Goal #1:					
2011 Current Attendance Rate: *		2012 Expected Attendance Rate: *			
na		na			
2011 Current Number of Students with Excessive Absences (10 or more)		2012 Expected Number of Students with Excessive Absences (10 or more)			
na		na			
2011 Current Number of Students with Excessive Tardies (10 or more)		2012 Expected Number of Students with Excessive Tardies (10 or more)			
na		na			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	na	na	na	na	na

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Not applicable to virtual education.
2011 Total Number of In –School Suspensions	2012 Expected Number of In- School Suspensions
na	na

2011 Total Number of Students Suspended In School	2012 Expected Number of Students Suspended In School
na	na
2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions
na	na
2011 Total Number of Students Suspended Out of School	2012 Expected Number of Students Suspended Out of School
na	na

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	na	na	na	na	na

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention					
Dropout Prevention Goal #1:		By June 2011, BVS will demonstrate a 3 percentage point increase in its graduation rate.			
*Please refer to the percentage of students who dropped out during the 2009-2010 school year.					
2011 Current Dropout Rate: *		2012 Expected Dropout Rate: *			
Presently unknown, waiting for district report.		unknown			
2011 Current Graduation Rate: *		2012 Expected Graduation Rate: *			
Presently unknown, waiting for district report.		unknown			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 BVS serves students who face health challenges and teen pregnancy.	1.1 Teachers will ensure students remain on pace to complete course on time.	1.1 Teachers Guidance Counselor	1.1 Student pace charts	1.1 Teacher completion rates.

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

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

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

Dropout Prevention Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
BVS does not receive a DOP allocation.	na	na	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal # 1:		All parents and students will attend a face-to-face orientation session to ensure parental involvement in the educational process.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2011 Current Level of Parent Involvement: *		2012 Expected Level of Parent Involvement: *			
100%		100%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	1.1 Students do not physically attend school at BVS.	1.1 BVS will hold multiple orientation sessions to engage parents in the educational process.	1.1 Principal Guidance Counselors	1.1 Successful student completion rates.	1.1 Monitoring reports.

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students in grades 9-11 who achieved Level 2 on the FCAT reading assessment will be enrolled in a school-developed online intensive reading course.	Teacher allocation	School budget	\$20,000.00
Reading	Students in Grades K-5 identified as struggling readers will receive intensive reading instruction from a part-time reading endorsed teacher.	Teacher allocation	School Budget	\$7,000.00
Mathematics	Offer virtual courses aligned to next generation standards.	Florida Virtual School	ETS Hardware	\$150,000.00
Mathematics	Offer virtual courses aligned to next generation standards.	Florida Virtual School.	Software Agreement School Budget	\$100,000.00
Science	Offer virtual courses aligned to next generation standards.	Florida Virtual School	ETS Hardware	\$150,000.00
Science	Offer virtual courses aligned to next generation standards.	Florida Virtual School	Software Fund School Budget	\$100,000.00
Writing	Offer online courses aligned to next generation standards.	Florida Virtual School	ETS Hardware	\$150,000.00
Writing	Offer online courses aligned to next generation standards.	Florida Virtual School	Software Fund School Budget	\$100,000.00
Dropout Prevention	BVS does not receive a DOP allocation.	na	na	\$0.00
				Subtotal: \$777,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	BVS will continue to utilize Blackboard as its LMS for the online high school reading course.	Blackboard licensing	District source	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teacher training provided by Florida Virtual School (applicable to reading, math, writing, and science goals.)	Florida Virtual School Franchise Agreement (board approved)	ETS Hardware	\$150,000.00
Reading	Teacher training provided by Florida Virtual School (applicable to reading, math, writing, and science goals.)	Florida Virtual School Franchise Agreement (board approved.)	Software Fund School Budget	\$100,000.00
				Subtotal: \$250,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$1,027,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene Correct II Prevent II Correct I Prevent I NA

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds are utilized for student activities and teacher recognition.	\$4,952.00

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

The SAC meets monthly on the first Wednesday. The SAC composition is representative of staff members, students, and parents in our K-12 program. There is also representation from our business partner, K12 Florida. The main responsibility of the SAC is to implement and monitor the School Improvement Plan.

AYP DATA

No Data Found
 No Data Found
 No Data Found

SCHOOL GRADE DATA

Broward School District BROWARD VIRTUAL FRANCHISE 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	75%	89%	58%	302	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	60%			126	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	63% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					553	
Percent Tested = 94%						Percent of eligible students tested
School Grade*					Pending	Grade based on total points, adequate progress, and % of students tested

Broward School District BROWARD VIRTUAL EDUCATION 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	87%	87%	50%	303	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	73%			138	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)	81% (YES)			154	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					595	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District BROWARD VIRTUAL EDUCATION 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	83%	96%	55%	318	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	72%			138	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	72% (YES)			138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					594	
Percent Tested = 91%						Percent of eligible students tested
School Grade*					I	Grade based on total points, adequate progress, and % of students tested