FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 0400 - Flvs Full Time 9 12
District: 71 - FL Virtual
Principal: Katie Santana
SAC Chair: Shawn Wigg
Superintendent: Mrs. Julie Young
School Board Approval Date: 11/12/2013
Last Modified on: 10/18/2013

Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

	Physical	Mailing
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Phone Number:	772-237-0605	
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School Type:	High School			
Alternative:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	39%			
Minority:	34%			
School Grade History:	**2012-13** PENDING	**2011-12**	**2010-11**	**2009-10**

NOTE
Sections marked N/A in the online application have been excluded from this document.
For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

Current School Status

School Information

School-Level Information

School Flvs Full Time 9 12

Principal's name Katie Santana

School Advisory Council chair's name Shawn Wigg

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Elizabeth Gagne	Assistant Principal
Ryan King	Assistant Principal
Jami Covert	Assistant Principal

District-Level Information

District FL Virtual

Superintendent's name Mrs. Julie Young

Date of school board approval of SIP 11/12/2013

School Advisory Council (SAC)
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe the membership of the SAC including position titles
Principal-Katie Santanta
School Representatives-Michele Marbra, Shawn Wigg (SAC chair)
Support Staff-Orkisha Edmond
Community Representative-Enid Rentas
Student Representatives-Jessica Torres
Parent Representatives-Misty Holding-Dhein, Tara Conklin, Andrea Melo, Lucretia Cowart, Nancy Rivera
The principal's responsibilities are as follows:
-Per statute, be a voting member at SAC meetings.
-Work with SAC chair to develop SAC meetings (If an item has been requested to be on the agenda that does not relate to the SIP, the principal (or designee) will address item/concern outside of SAC meeting.

Describe the involvement of the SAC in the development of this school improvement plan
The SAC will work to edit the goals for the school year, and vote to determine final plan to move forward.

Describe the activities of the SAC for the upcoming school year
The SAC will assist in monitoring the School Improvement Plan. The SAC will also assist in making updates to the SIP at the end of the first, second, and third quarters to reflect current strategy practices, strategy fidelity checks, strategy data checks, student evaluation data, professional development to date, and budget updates.

Describe the projected use of school improvement funds and include the amount allocated to each project

Projected use of school improvement funds will be to provide assistance to our struggling learners through tools such as Prepworks and Study Island.

Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below
In Compliance

If no, describe the measures being taken to comply with SAC requirements
Determining SAC and bringing in the approval of the SIP

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

 # Administrators 4

 # Receiving Effective rating or higher (not entered because basis is < 10)

Administrator Information:

Katie Santana

Principal	Years as Administrator: 3	Years at Current School: 2

Credentials	BS Sociology MA Educational Leadership Florida Certifications in Educational Leadership and Mathematics 6 - 12 ESOL Endorsement
Performance Record	Instructional Leader with FLVS for 2 years Assistant Principal with FLVSFT for 1 year

Ryan King

Asst Principal	Years as Administrator:	Years at Current School: 1

Credentials	Degrees BA in Education MEd in Education EdS in Educational Leadership Certifications Educational Leadership, (all Levels) Mathematics, (grades 5 - 9) Elementary Education, (grades K - 6) English For Speakers Of Other Languages (esol), Endorsement 5 years as an administrator 3 years at FLVS
Performance Record	

Jami Covert		
Asst Principal	Years as Administrator:	Years at Current School: 1

Credentials	5 years as AP BS in Elementary Ed. Masters in Educational Leadership Reading Endorsed ESOL Endorsed
Performance Record	Oversee Discipline, Attendance and Transportation Create Master Schedule Develop School Improvement/Title II Plan ESE Administrator ESOL Administrator RTI Coordinator AVID Coordinator Cambridge Supervisor Dual Enrollment Liaison ACT Supervisor Supervisor of Beginning Teacher Program

Elizabeth Gagne		
Asst Principal	Years as Administrator:	Years at Current School: 3

Credentials	Bachelor of Arts - Business Administration Masters of Science - Educational Leadership Certified Math 6-12, Business Ed 6-12, Educational Leadership
Performance Record	Mrs. Gagne has been with Florida Virtual School for 6 years and in the role of Assistant Principal with Florida Virtual Full Time for 3 years. She supervises the counseling program and academic records. She was responsible for overseeing the first set of 238 graduates for the class of 2012-2013.

Instructional Coaches

 # Instructional Coaches 2

 # Receiving Effective rating or higher (not entered because basis is < 10)

Instructional Coach Information:

Lena Gatza		
Full-time / School-based	Years as Coach: 1	Years at Current School: 8

Areas	Mathematics
Credentials	Elementary Education, Certifications – Elementary Education, Middle Grades Integrated 5-9, Math 6-12, and Social Sciences 5-9
Performance Record	Helped implement FCAT Face to Face Math/Science days , Created and presented FCAT information sessions for parents, Created and presented weekly FCAT sessions by grade levels, Created and Presented EOC information and skills on a weekly basis

Jeanne Giardino-Zanegood		
Full-time / School-based	Years as Coach: 3	Years at Current School: 7
Areas	Reading/Literacy	
Credentials	Masters (plus 36) 10 state certifications plus National Board Certification and Advanced Placement US History.	
Performance Record	o Responsible for creating and delivering innovative teaching and technology practices to ensure the continuing success of FLVS students and teachers. o Celebrate Literacy Week Events Coordinator (2012 and 2013) o FLVS Literacy Team Lead Professional Development 2012-2013 o Florida Department of Education Trainer: Common Core Transition o Florida Department of Education Trainer: NextGen Content Area Reading o FLVS Certified Trainer: Ruby Payne Understanding Poverty o FLVS Certified Trainer: Schlechty Center (WOW), "Working on the Work" o Presenter: 2008-2012 Presenter at FLVS Staff Conference o Presenter: 2011 International Reading Association (IRA): Online Literacy Coaching o Presenter: 2010 FETC: 80's Retro Café: Professional Learning in 60 Minutes or Less. o Pioneered Vodcasting to promote student success through the use of videos that serve to enhance student learning experiences and increase student motivation. o Cultivated relationships with FLVS families, vendors and prospective clients at FLVS events such as the Florida Home School Convention, FBLA, and Barnes and Noble. o Served on FLVS interview committee o FLVS Reading Leadership Team o Collaborate with FLVS Global and demonstrated FLVS course software to potential clients.	

Classroom Teachers
# of classroom teachers 64
 # receiving effective rating or higher 64, 100%
 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 100%
 # certified in-field, pursuant to Section 1012.2315(2), F.S. 64, 100%
 # ESOL endorsed 40, 63%
 # reading endorsed 7, 11%
 # with advanced degrees 40, 63%
 # National Board Certified 7, 11%
 # first-year teachers 0, 0%
 # with 1-5 years of experience 3, 5%

 # with 6-14 years of experience 39, 61%
 # with 15 or more years of experience 22, 34%

Teacher Recruitment and Retention Strategies This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible. Florida Virtual School has a team of skilled recruiters that focus on year-round recruiting, outreach, and networking activities to build a pool of teacher candidates to meet our students' needs. Eligible teacher candidates must have a Florida DOE-issued teaching certificate and required endorsements as defined by state standards and expectations at the time of application in order to be considered for an instructional position with FLVS. FLVS prides itself in hiring teachers that are considered highly qualified and in-field by state standards. In order to meet student demand, FLVS may employ certified instructional personnel in an out of field teaching assignment. This is done in full compliance with Florida Statute 1012.42. FLVS provides a thorough training plan for newly hired teachers that provides a balance of in-person and virtual classroom-style components and application activities in which the new teacher is provided the opportunity to observe and be observed by a partnering Lead Teacher. Frequent feedback and discussion sessions are built into the training process to ensure the new teacher is receiving the information needed to be successful. Extending beyond the training period, FLVS teachers enjoy open-door communication with their Principals, Assistant Principals, and subject matter experts to build upon their knowledge and effectiveness as a teacher. Aligned with state evaluation requirements, the teacher evaluation plan provides a rigorous review of the teacher's performance and impact on student success. The teacher receives the support and development to improve in identified areas through partnership with their Principal/Assistance Principal, a library of in-house training/development materials, and external resources. FLVS teachers enjoy a competitive salary and benefits package, extensive professional development, and opportunities for personal and professional growth. Some teacher candidates might come to FLVS to enjoy a virtual workplace, but many stay simply for the truly student-centered culture.

Teacher Mentoring Program/Plan This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities The FLVS FT 9 - 12 program utilizes a peer to peer mentoring plan. Teachers who have successfully completed a full year within the FLVS FT 9 - 12 program, are eligible to work as a mentor for a new hire. We partner new teachers with a peer who teaches within the same course/content, so that not only can they provide strategies for a successful school year in the online environment, but course/content specific strategies as well.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI) This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

If the FLVSFT has reason to suspect that a student enrolled in the program may be a student with a disability in need of special education and related services, FLVSFT Student Support Team (SST) will initiate Response to Intervention (RtI) with the student. RtI is a method of developing and implementing research based instruction and interventions based on a three tiered model. The RtI model used by FLVSFT integrates core instruction (Tier 1), supplemental instruction/interventions (Tier 2), and intensive interventions (Tier 3). At each tier level, progress monitoring is implemented and reported to serve as written documentation of activities, meetings, and responsible personnel. Student Support Team (SST) is a general education, data driven, decision-making committee whose standing members consist of at least the principal/designee, a classroom teacher, and the referring teacher. Additionally, School Counselors, Master Teachers, Reading Coach, Special Education Teachers, and SLPs may be on the SST team if applicable. Contracted service personal including but not limited to School Psychologist, Occupational Therapists, Physical Therapist, and Mental Health Counselor are invited to participate on the SST team if applicable to the specific student in review. In discussing an individual student's difficulties, the student's parent or guardian is an invited participant. Parents are provided a report or summary by the SST on the status of the student's response to scientifically research-based interventions, which would include repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. If the student completes all three tiers of RtI, the SST (which includes the parent) will determine if the student should be referred for a Special Education Evaluation to determine if the student meets eligibility for special education services. Throughout the year, both teachers and Learning Coaches may detect that a student is having difficulties with learning and may believe there could be a need for special education assistance. If this is suspected, the teacher will first help the Learning Coach implement a series of program modifications. If those documented strategies fail, he or she will then refer the student to the school's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. A Response to Intervention (RTI) process is followed for any student that is not making progress in the grade level curriculum. Multi-tiered interventions are implemented and monitored weekly or bi-monthly depending on the needs of the individual student. The SST team will collect data and consult with a member of the special education team. If the recommended strategies and interventions do not have a positive impact, the SST team (along with the parent) will officially refer the student to the school's special education team. They may even consult with a member of the special education team. If after all the recommended strategies fail, the team (along with the parent) will officially refer the student to the school's special education team. Once the team receives the referral they will begin the process of determining if the student is in need of a special education evaluation, an IEP, and ultimately special education services. At any time in this process, parents may formally request that the school evaluate the student for suspected disabilities.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?
School Counselors, Master Teachers, Reading Coach, Special Education Teachers, and SLPs may be on the SST team if applicable. Contracted service personal including but not limited to School Psychologist, Occupational Therapists, Physical Therapist, and Mental Health Counselor are invited to participate on the SST team if applicable to the specific student in review.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP
The SST team will collect data and consult with a member of the special education team. If the recommended strategies and interventions do not have a positive impact, the SST team (along with the parent) will officially refer the student to the school's special education team. They may even consult with a member of the special education team.

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)
The SST team will collect data and consult with a member of the special education team. If the recommended strategies and interventions do not have a positive impact, the SST team (along with the parent) will officially refer the student to the school's special education team. They may even consult with a member of the special education team.

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents
The school will provide training to the teaching staff, to ensure their compliance and participation in the RTI process, through faculty meetings, schoolwide professional development, PLCs, and data chats. Parents of students in the RTI process will be included in conversations to provide information as to student performance, learning gains.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Katie Santana	Principal
Elizabeth Gagne	Asst. Principal
Ryan King	Asst. Principal
Jami Covert	Asst. Principal
Cristina Naso	District Literacy
Lena Gatza	Math Coach
Jeanne Giardano-Zanegood	Literacy Coach
Stephanie Fabela	Reading Instructor
Michelle Johnston	Reading Instructor

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
The team works to coach teachers on how to implement reading strategies across the content areas. The LLT identifies the areas of reading that need improvement and assists administration in identifying the appropriate professional development to assist teachers in choosing the best strategies for intervention, how to use the strategy in the classroom, and how to monitor the use of the strategy. The LLT also plays an integral role in monitoring the strategies and interventions that are part of the RtI process for Florida Virtual School.

What will be the major initiatives of the LLT this year?
The major initiatives this year for the LLT will be to work with our struggling readers, by providing interventions via the Intensive Reading course, or their English courses to ensure their improvement in reading. We will also be working with our students who struggle to pass the FCAT Reading exam, to prepare for the ACT

Every Teacher Contributes to Reading Instruction

Describe how the school ensures every teacher contributes to the reading improvement of every student
All teacher are provided with the opportunity to complete NGCARPD training to better provide reading through the curriculum. Currently 10 of our teachers have completed this training, and the goal is to have all teachers trained by the close of the 2013-2014 school year. The FLVS curriculum used,

provides many opportunities for reading in the course to allow teachers the opportunity to provide reading instruction through the curriculum

College and Career Readiness
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?
We provide students with course selections to participate in a Career and Technical Education track, which provides the opportunity to receive industry certifications in: Microsoft Office during the completion of the CCC course. Upon completion of the Foundations of Web/User Interface courses, students who qualify will have the opportunity to earn the Adobe Certified Associate (ACA) Web Communication using Adobe Dreamweaver certification.

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?
Guidance Counselors are highly involved in the college and career planning to ensure that students are taking the right rigor of courses necessary for their future plans. Counselors help identify student interests, and coach them into elective options that may provide the opportunity for industry certifications, as well as diploma designations, and state scholarships(Bright Futures).

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C
Due to our district data not being available in the High School Feedback Report, we will address and adjust if data is available for review.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		68%		
American Indian		0%		
Asian		60%		
Black/African American		71%		
Hispanic		68%		
White		66%		
English language learners		0%		
Students with disabilities		55%		
Economically disadvantaged		64%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	506	68%	69%
Students scoring at or above Achievement Level 4	302	39%	42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		70%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		68%	69%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	50	44%	50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	238	59%	61%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

High School Mathematics

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Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		64%		
American Indian		0%		
Asian		82%		
Black/African American		65%		
Hispanic		65%		
White		62%		
English language learners		0%		
Students with disabilities		52%		
Economically disadvantaged		61%		

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		65%	66%
Students in lowest 25% making learning gains (EOC)		55%	56%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		50%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	164	53%	56%
Students scoring at or above Achievement Level 4	58	19%	25%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	160	59%	62%
Students scoring at or above Achievement Level 4	66	24%	27%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	327	71%	74%
Students scoring at or above Achievement Level 4	104	23%	26%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		4
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	25%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	25%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	75%
Students taking CTE industry certification exams	0	0%	75%
Passing rate (%) for students who take CTE industry certification exams		0%	50%
CTE program concentrators	0	0%	25%
CTE teachers holding appropriate industry certifications	0	0%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	21%	15%
Students in ninth grade with one or more absences within the first 20 days	0	22%	15%
Students in ninth grade who fail two or more courses in any subject	0	21%	15%
Students with grade point average less than 2.0	0	14%	10%
Students who fail to progress on-time to tenth grade	0	21%	15%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			10%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			80%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			85%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			90%

Area 9: Parent Involvement

Describe parental involvement targets for your school

Florida Virtual School Full-Time promotes the belief that parents are the first teachers in a student's life. In order for students to be successful, parents are provided multiple means and opportunities to be actively involved in their child(ren)'s academic career. Schools must work with parents to engage students in meaningful participation in order to reach the district's goals for highest student achievement.

Parent involvement is an integral part of student success. FLVSFT 9-12 will involve parents in all aspects of its Title I programs. These programs will be planned and operated with meaningful consultation with parents of participating children, including the school-parent compact. The SAC has the responsibility of evaluating the various school level plans, including the SIP and the PIP. More than 50% of the members of the SAC are parent (non-employee) representatives. All parents are given the opportunity to review the plan and offer their input prior to approval. The PIP was sent to all parents via webmail (with a read receipt, read required specification) and placed on the school website. Parents were also provided with the Parent Satisfaction Survey at the end of the school year requesting their input regarding curriculum, parent involvement activities, school communication, and student achievement. Results were shared with parents and also the Parent Advisory Committee (PAC) to obtain suggestions for change. During the PAC, the PIP was discussed with input from parents on how the parental involvement funds would be used.

FLVS FT 9-12 has the unique ability to communicate with parents in a variety of ways. Meetings are held virtually and are recorded for the convenience of those who are unable to attend. This provides the flexibility for families to be involved. In addition, phone conferencing and video conferencing are available. Agendas, minutes and relevant information are readily available to all families as it is posted on the school website.

FLVSFT 9-12 offers a variety of programs, resources, and activities to support parents/learning coaches using all available technologies as well as face to face meetings. Parents and students can attend a variety of face-to-face events including local grassroots activities, beginning of the year and end of the year events, field trips, and open house events.

FLVSFT 9-12 makes effective use of WebMail, LiveLessons, message boards, and telephone to distribute information to parents who are typically online each school day. Quarterly newsletters announce upcoming school events and are available online to all parents. Official communications from the school about compliance or discipline issues are also provided via hard copy mail. The school also develops and makes available, via Connexus, a state-supplement school handbook that details all policies and procedures specific to the schools. The school has access to bilingual staff members who can assist non-English speaking parents. As a virtual school, FLVSFT 9-12 is able to use technology and the working partnership between parents/learning coaches and the school staff to facilitate the full participation of parents who might otherwise face barriers to involvement. For example, parents with disabilities who might otherwise find it difficult to participate in their child's brick and mortar classroom, readily interact in the virtual school.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:
Improve student readiness for college and career pathways.

Goal #2:
Increase the percentage of students earning a Level 4 on the FCAT Reading 2.0 from 39% to 42%.

Goal #3:
Increase the percentage of students earning a Level 3.5 or higher on FCAT 2.0 Writing from 59% to 62%.

Goal #4:
Continue to meet the learning gains percentage for students within the lowest 25%.

Goal #5:
Increase the percentage of students passing (Level 3 or higher) the Geometry EOC from 59% to 62%.

Goal #6:
Increase the percentage of students passing (Level 3 or higher) the Algebra EOC from 53% to 56%.

Goal #7:
Increase the percentage of students passing (Level 3 or higher) the Biology EOC from 71% to 74%.

Goals Detail

Goal #1:	**Improve student readiness for college and career pathways.**
Targets Supported	• Reading - AMO's • Reading - FCAT2.0 • Reading - Postsecondary Readiness • Math - Elementary and Middle AMO's • Math - High School Postsecondary Readiness • Algebra 1 EOC • Geometry EOC
Resources Available to Support the Goal	• English 4: College Prep Math for College Readiness
Targeted Barriers to Achieving the Goal	• Number of Level 1 and 2's

Plan to Monitor Progress Toward the Goal

Action:
College and Career Readiness course data Track ACT/SAT data throughout school year

Person or Persons Responsible:
Principals Assistant Principals Assessment team Counselors

Target Dates or Schedule:
Quarterly

Evidence of Completion:
PERT results ACT/SAT results FCAT Reading results Algebra I EOC results

Goal #2:	Increase the percentage of students earning a Level 4 on the FCAT Reading 2.0 from 39% to 42%.
Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - FAA • Reading - Learning Gains • Reading - CELLA • Reading - Postsecondary Readiness
Resources Available to Support the Goal	• High performing students in grades 8 and 9, have been identified to participate in Honors Level English courses, which provide the additional rigor necessary to improve reading skills and strategies to improve their achievement level from the 2012-2013 school year. Participation in Live Lessons held weekly by their teachers, who will provide strategies for FCAT preparation.
Targeted Barriers to Achieving the Goal	• Increasing complexity of test as grade level increases.

Plan to Monitor Progress Toward the Goal

Action:
Course walkthroughs Course instruction reviews Student work samples Module exams

Person or Persons Responsible:
Principal Assistant Principals Reading/Literacy Coaches Counselors Assessment team Teachers

Target Dates or Schedule:
Throughout the school year

Evidence of Completion:
Progress monitoring assessment results Module exam results FCAT 2.0 Reading scores in June

Goal #3:	Increase the percentage of students earning a Level 3.5 or higher on FCAT 2.0 Writing from 59% to 62%.
Targets Supported	• Reading - AMO's • Writing
Resources Available to Support the Goal	• For the 2013-2014 school year, FLVS FT will utilize the newly released English 2 course, which provides rigor, and is tied to common core, allowing extra opportunity for writing practice via course curriculum. Practice with writing prompt examples to ensure practice is occurring, in addition to writing across the curriculum.
Targeted Barriers to Achieving the Goal	• Difficulty with the writing prompt.

Plan to Monitor Progress Toward the Goal

Action:
Use of progress monitoring strategies to guide instruction and allow for differentiated instruction based on student individual needs. Analysis of school-wide practice writing data. Collection of student writing samples Course/Live Lesson walkthroughs

Person or Persons Responsible:
Principals Assistant Principals Assessment and Accountability Team Teachers Reading/Literacy Coaches District support

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Practice Writing assessment results Course/Live Lesson walkthroughs Student writing sample data FCAT 2.0 Writing results from February 2014

Goal #4:	Continue to meet the learning gains percentage for students within the lowest 25%.
Targets Supported	• Reading - AMO's • Reading - Learning Gains • Math - High School • Math - High School AMO's • • • Math - High School Postsecondary Readiness • Algebra 1 EOC • Geometry EOC
Resources Available to Support the Goal	• Utilizing a Lead Teacher model, who will work with the students that have not passed the Algebra EOC, to ensure extra support is provided in their preparation for the Algebra EOC. Students will participate in the Intensive Math course to work to improve their math skills
Targeted Barriers to Achieving the Goal	

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #5:	Increase the percentage of students passing (Level 3 or higher) the Geometry EOC from 59% to 62%.
Targets Supported	• Math - High School AMO's • • Math - High School Postsecondary Readiness • Geometry EOC
Resources Available to Support the Goal	• Intensive Math, PLC, Geometry EOC review sessions,Geometry Test Talks, 3 live lessons per week, and a new course, geared towards Common Core, and increased rigor. Student tutorial sessions provided by the Geometry team and resources including, Mobile Me, Shmoop, and Prepworks.
Targeted Barriers to Achieving the Goal	• Deficiencies in mathematical development especially with basic skill.

Plan to Monitor Progress Toward the Goal

Action:
Evaluation of lessons where students need the greatest amount of assistance. Course and Live Lesson observations/walkthroughs PLC record and logs Develop strategies through Geometry PLC exposing students to the necessary skills through technology required for success on EOC.

Person or Persons Responsible:
Principal Assistant Principals PLC Leader Math Teachers Math Coach

Target Dates or Schedule:
monthly

Evidence of Completion:
Data from Geometry PLC - analyzed and reviewed course content and Live Lesson reviews from previous year. Implementation skill building materials. Administrator Course/Live Lesson walkthroughs and/or observations Data from Geometry module assessments. Data from Live Lesson EOC reviews and other technology based sessions: ePAT, PrepWorks, Schmoop Geometry EOC assessment scores from Fall, Winter and Spring test administration windows.

Goal #6:	Increase the percentage of students passing (Level 3 or higher) the Algebra EOC from 53% to 56%.
Targets Supported	• Math - High School AMO's • • Math - High School Postsecondary Readiness • Algebra 1 EOC
Resources Available to Support the Goal	• Intensive Math, PLC, Algebra 1 EOC review sessions, Algebra 1 Test Talks, 3 live lessons per week, and a new course, geared towards Common Core, and increased rigor. Student tutorial sessions provided by the Algebra team and resources including, Mobile Me, Shmoop, Algebranation, and Prepworks.
Targeted Barriers to Achieving the Goal	• Deficiencies in mathematical development especially with basic skill.

Plan to Monitor Progress Toward the Goal

Action:
Evaluation of lessons where students need the greatest amount of assistance. Course and Live Lesson observations/walkthroughs PLC record and logs Develop strategies through Algebra PLC exposing students to the necessary skills through technology required for success on EOC.

Person or Persons Responsible:
Principal Assistant Principals PLC Leader Math Teachers Math Coach

Target Dates or Schedule:
monthly

Evidence of Completion:
Data from Algebra PLC - analyzed and reviewed course content and Live Lesson reviews from previous year. Implementation skill building materials. Administrator Course/Live Lesson walkthroughs and/or observations Data from Algebra module assessments. Data from Live Lesson EOC reviews and other technology based sessions: ePAT, PrepWorks, Algebranation, Schmoop Algebra EOC assessment scores from Fall, Winter and Spring test administration windows.

Goal #7:	Increase the percentage of students passing (Level 3 or higher) the Biology EOC from 71% to 74%.
Targets Supported	• Reading - AMO's • Reading - Learning Gains • Reading - Postsecondary Readiness • Writing • Math - High School AMO's • Math - High School Postsecondary Readiness • Science - Biology 1 EOC
Resources Available to Support the Goal	• Student tutorial sessions provided by the Biology team and resources including, biology live lessons, EOC review sessions, student participation in mock biology EOC questions.
Targeted Barriers to Achieving the Goal	• Level of understanding in the Biology course.

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Goal #2:	Increase the percentage of students earning a Level 4 on the FCAT Reading 2.0 from 39% to 42%.
Barrier #2:	Increasing complexity of test as grade level increases.
Strategy #1 to Overcome the Barrier	Provide teachers with authentic information and examples regarding the difficulty of reading passages and question complexity consistent with FCAT 2.0.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Course walkthroughs Course instruction reviews Student work samples

Person or Persons Responsible:
Principal Assistant Principals Reading/Literacy Coaches Counselors Assessment team Teachers

Target Dates or Schedule:
Throughout the school year.

Evidence of Completion:
Progress monitoring assessments Module exams

Facilitator:
FLVS FT Administration, Reading coaches, Connections Academy, Accountability, Assessment

Participants:
Principal Assistant Principals Reading/Literacy coaches Teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #2

Action:
Course walkthroughs Course instruction reviews Student work samples

Person or Persons Responsible:
Principal Assistant Principals Reading/Literacy Coaches Counselors Assessment team Teachers

Target Dates or Schedule:
Throughout the school year.

Evidence of Completion
Progress monitoring assessments Module exams

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #2

Action:
Course walkthroughs Course instruction reviews Student work samples Module exams

Person or Persons Responsible:
Principal Assistant Principals Reading/Literacy Coaches Counselors Assessment team Teachers

Target Dates or Schedule:
Throughout the school year.

Evidence of Completion:
Progress monitoring assessment results Module exam results

Goal #2:	Increase the percentage of students earning a Level 4 on the FCAT Reading 2.0 from 39% to 42%.
Barrier #2:	Increasing complexity of test as grade level increases.
Strategy #2 to Overcome the Barrier	Ensure effective reading strategies are being taught and reinforced in all courses and through Live Lessons.

Step #1 to Implement Strategy #2 - Budget Item - PD Opportunity

Action:
Course walkthroughs Course instruction reviews Student work samples

Person or Persons Responsible:
Principal Assistant Principals Reading/Literacy Coaches Counselors Assessment team Teachers

Target Dates or Schedule:
Throughout the school year.

Evidence of Completion:
Progress monitoring assessments Module exams

Facilitator:
Professional Development Team

Participants:
Principals Reading/Literacy Coaches Teachers

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #2 to Goal #2

Action:
Course walkthroughs Course instruction reviews Student work samples

Person or Persons Responsible:
Principal Assistant Principals Reading/Literacy Coaches Counselors Assessment team Teachers

Target Dates or Schedule:
Throughout the school year

Evidence of Completion
Progress monitoring assessments Module exams

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #2 to Goal #2

Action:
Course walkthroughs Course instruction reviews Student work samples Module exams

Person or Persons Responsible:
Principal Assistant Principals Reading/Literacy Coaches Counselors Assessment team Teachers

Target Dates or Schedule:
Throughout the school year

Evidence of Completion:
Progress monitoring assessment results Module exam results

Goal #3:	Increase the percentage of students earning a Level 3.5 or higher on FCAT 2.0 Writing from 59% to 62%.
Barrier #1:	Difficulty with the writing prompt.
Strategy #1 to Overcome the Barrier	Professional Development for teachers regarding FCAT 2.0 Writing rubric and writing opportunities in varied curricular areas.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Use of progress monitoring strategies to guide instruction and allow for differentiated instruction based on student individual needs. Analysis of school-wide practice writing data. Collection of student writing samples Course/Live Lesson walkthroughs

Person or Persons Responsible:
Principals Assistant Principals Assessment and Accountability Team Teachers Reading/Literacy Coaches District support

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Practice Writing assessment results Course/Live Lesson walkthroughs Student writing sample data

Facilitator:
FLVS FT Administration, Reading coaches, Connections Academy, Accountability, Assessment

Participants:
Principals Assistant Principals Assessment and Accountability Team Teachers Reading/Literacy Coaches

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:
Use of progress monitoring strategies to guide instruction and allow for differentiated instruction based on student individual needs. Analysis of school-wide practice writing data. Collection of student writing samples Course/Live Lesson walkthroughs

Person or Persons Responsible:
Principals Assistant Principals Assessment and Accountability Team Teachers Reading/Literacy Coaches District support

Target Dates or Schedule:
Quarterly

Evidence of Completion
Practice Writing assessment results Course/Live Lesson walkthroughs Student writing sample data

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:
Use of progress monitoring strategies to guide instruction and allow for differentiated instruction based on student individual needs. Analysis of school-wide practice writing data. Collection of student writing samples Course/Live Lesson walkthroughs

Person or Persons Responsible:
Principals Assistant Principals Assessment and Accountability Team Teachers Reading/Literacy Coaches District support

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Practice Writing assessment results Course/Live Lesson walkthroughs Student writing sample data

Goal #5:	Increase the percentage of students passing (Level 3 or higher) the Geometry EOC from 59% to 62%.
Barrier #2:	Deficiencies in mathematical development especially with basic skill.
Strategy #1 to Overcome the Barrier	Geometry PLC will review scaffolding strategies to implement into curriculum through Live Lessons and one-on-one assistance.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Evaluation of lessons where students need the greatest amount of assistance. Course and Live Lesson observations/walkthroughs PLC record and logs

Person or Persons Responsible:
Principal Assistant Principals PLC Leader Math Teachers Math Coach

Target Dates or Schedule:
monthly

Evidence of Completion:
Data from Geometry PLC - analyzed and reviewed course content and Live Lesson reviews from previous year. Implementation skill building materials.

Facilitator:
FLVS FT Administration, Math coaches, Connections Academy, Accountability, Assessment, PD, STEM

Participants:
Principal Assistant Principals PLC Leader Math Teachers Math Coach

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #5

Action:
Evaluation of lessons where students need the greatest amount of assistance. Course and Live Lesson observations/walkthroughs PLC record and logs

Person or Persons Responsible:
Principal Assistant Principals PLC Leader Math Teachers Math Coach

Target Dates or Schedule:
monthly

Evidence of Completion
Data from Geometry PLC - analyzed and reviewed course content and Live Lesson reviews from previous year. Implementation skill building materials.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #5

Action:
Evaluation of lessons where students need the greatest amount of assistance. Course and Live Lesson observations/walkthroughs PLC record and logs

Person or Persons Responsible:
Principal Assistant Principals PLC Leader Math Teachers Math Coach

Target Dates or Schedule:
monthly

Evidence of Completion:
Data from Geometry PLC - analyzed and reviewed course content and Live Lesson reviews from previous year. Implementation skill building materials.

Goal #6:	Increase the percentage of students passing (Level 3 or higher) the Algebra EOC from 53% to 56%.
Barrier #2:	Deficiencies in mathematical development especially with basic skill.
Strategy #1 to Overcome the Barrier	Algebra PLC will review scaffolding strategies to implement into curriculum through Live Lessons and one-on-one assistance.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Evaluation of lessons where students need the greatest amount of assistance. Course and Live Lesson observations/walkthroughs PLC record and logs

Person or Persons Responsible:
Principal Assistant Principals PLC Leader Math Teachers Math Coach

Target Dates or Schedule:
monthly

Evidence of Completion:
Data from Algebra PLC - analyzed and reviewed course content and Live Lesson reviews from previous year. Implementation skill building materials.

Facilitator:
FLVS FT Administration, Math coaches, Connections Academy, Accountability, Assessment, PD, STEM

Participants:
Principal Assistant Principals PLC Leader Math Teachers Math Coach

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #6

Action:
Evaluation of lessons where students need the greatest amount of assistance. Course and Live Lesson observations/walkthroughs PLC record and logs

Person or Persons Responsible:
Principal Assistant Principals PLC Leader Math Teachers Math Coach

Target Dates or Schedule:
monthly

Evidence of Completion
Data from Algebra PLC - analyzed and reviewed course content and Live Lesson reviews from previous year. Implementation skill building materials.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #6

Action:
Evaluation of lessons where students need the greatest amount of assistance. Course and Live Lesson observations/walkthroughs PLC record and logs

Person or Persons Responsible:
Principal Assistant Principals PLC Leader Math Teachers Math Coach

Target Dates or Schedule:
monthly

Evidence of Completion:
Data from Algebra PLC - analyzed and reviewed course content and Live Lesson reviews from previous year. Implementation skill building materials.

Goal #7:	Increase the percentage of students passing (Level 3 or higher) the Biology EOC from 71% to 74%.
Barrier #1:	Level of understanding in the Biology course.
Strategy #1 to Overcome the Barrier	Focus on teaching and reinforcing science process skills.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Biology PLC meetings Biology Lesson Study within PLC to determine areas of skill development. Course/Live Lesson walkthroughs

Person or Persons Responsible:
Principal Assistant Principals PLC Leader Biology Teachers

Target Dates or Schedule:
monthly

Evidence of Completion:
Data derived from Biology module assessments. Data from Live Lessons and EOC reviews. Discussion Based Assessments

Facilitator:
FLVS FT Administration, Math coaches, Connections Academy, Accountability, Assessment, PD, STEM

Participants:
Principal Assistant Principals PLC Leader Biology Teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #7

Action:
Biology PLC meetings Biology Lesson Study within PLC to determine areas of skill development. Course/Live Lesson walkthroughs

Person or Persons Responsible:
Principal Assistant Principals PLC Leader Biology Teachers

Target Dates or Schedule:
monthly

Evidence of Completion
Data derived from Biology module assessments. Data from Live Lessons and EOC reviews. Discussion Based Assessments

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #7

Action:
Biology PLC meetings Biology Lesson Study within PLC to determine areas of skill development. Course/Live Lesson walkthroughs

Person or Persons Responsible:
Principal Assistant Principals PLC Leader Biology Teachers

Target Dates or Schedule:
monthly

Evidence of Completion:
Data derived from Biology module assessments. Data from Live Lessons and EOC reviews. Discussion Based Assessments Biology EOC results from Fall, Winter, and Spring administration windows.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

Coordination of programs and use of all funding sources (state, federal FLVS does not receive local funding) is a joint responsibility of the district full time leadership and finance team, school principals, and the financial services team with which the school has contracted for some of these services.

FLVSFT team will coordinate Title I, Part A and Title II, Part A funds to provide supplement professional development activities to teachers and staff in the K-8 and 9-12 schools. The professional development activities provided through Title I and Title II were collaborated upon during the needs assessment and are included in the Title I and Title II applications based on the decisions made after review of student and teacher data. An example of the training includes; Ruby Payne Math Strategies and Reading for Meaning. Additional services are provided to ensure students requiring intervention are provided through Title I, Part A and IDEA. FLVSFT schools will be carrying out the services and activities that are designed to improve the quality of the teaching force and ultimately student achievement. FLVSFT does not receive funds for Title I, Part C; Title I, Part D, Title III, or Title X.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals:

Goal #2: Increase the percentage of students earning a Level 4 on the FCAT Reading 2.0 from 39% to 42%.

Barrier #2: Increasing complexity of test as grade level increases.

Strategy #1: Provide teachers with authentic information and examples regarding the difficulty of reading passages and question complexity consistent with FCAT 2.0.

Action Step #1: Course walkthroughs Course instruction reviews Student work samples

Facilitator leader
FLVS FT Administration, Reading coaches, Connections Academy, Accountability, Assessment

Participants
Principal Assistant Principals Reading/Literacy coaches Teachers

Target dates or schedule
Throughout the school year.

Evidence of Completion and Person Responsible for Monitoring
Progress monitoring assessments
Module exams
(Person Responsible: Principal
Assistant Principals
Reading/Literacy Coaches
Counselors
Assessment team
Teachers)

Strategy #2: Ensure effective reading strategies are being taught and reinforced in all courses and through Live Lessons.

Action Step #1: Course walkthroughs Course instruction reviews Student work samples

Facilitator leader
Professional Development Team

Participants
Principals Reading/Literacy Coaches Teachers

Target dates or schedule
Throughout the school year.

Evidence of Completion and Person Responsible for Monitoring
Progress monitoring assessments
Module exams
(Person Responsible: Principal
Assistant Principals
Reading/Literacy Coaches
Counselors
Assessment team
Teachers)

Goal #3: Increase the percentage of students earning a Level 3.5 or higher on FCAT 2.0 Writing from 59% to 62%.

Barrier #1: Difficulty with the writing prompt.

Strategy #1: Professional Development for teachers regarding FCAT 2.0 Writing rubric and writing opportunities in varied curricular areas.

Action Step #1: Use of progress monitoring strategies to guide instruction and allow for differentiated instruction based on student individual needs. Analysis of school-wide practice writing data. Collection of student writing samples Course/Live Lesson walkthroughs

Facilitator leader
FLVS FT Administration, Reading coaches, Connections Academy, Accountability, Assessment

Participants
Principals Assistant Principals Assessment and Accountability Team Teachers Reading/Literacy Coaches

Target dates or schedule
Quarterly

Evidence of Completion and Person Responsible for Monitoring
Practice Writing assessment results br />Course/Live Lesson walkthroughs
Student writing sample data
(Person Responsible: Principals
Assistant Principals
Assessment and Accountability Team
Teachers
Reading/Literacy Coaches
District support)

Goal #5: Increase the percentage of students passing (Level 3 or higher) the Geometry EOC from 59% to 62%.

Barrier #2: Deficiencies in mathematical development especially with basic skill.

Strategy #1: Geometry PLC will review scaffolding strategies to implement into curriculum through Live Lessons and one-on-one assistance.

Action Step #1: Evaluation of lessons where students need the greatest amount of assistance. Course and Live Lesson observations/walkthroughs PLC record and logs

Facilitator leader
FLVS FT Administration, Math coaches, Connections Academy, Accountability, Assessment, PD, STEM

Participants
Principal Assistant Principals PLC Leader Math Teachers Math Coach

Target dates or schedule
monthly

Evidence of Completion and Person Responsible for Monitoring
Data from Geometry PLC - analyzed and reviewed course content and Live Lesson reviews from previous year. Implementation skill building materials.
(Person Responsible: Principal
Assistant Principals
PLC Leader
Math Teachers
Math Coach)

Goal #6: Increase the percentage of students passing (Level 3 or higher) the Algebra EOC from 53% to 56%.

Barrier #2: Deficiencies in mathematical development especially with basic skill.

Strategy #1: Algebra PLC will review scaffolding strategies to implement into curriculum through Live Lessons and one-on-one assistance.

Action Step #1: Evaluation of lessons where students need the greatest amount of assistance. Course and Live Lesson observations/walkthroughs PLC record and logs

Facilitator leader
FLVS FT Administration, Math coaches, Connections Academy, Accountability, Assessment, PD, STEM

Participants
Principal Assistant Principals PLC Leader Math Teachers Math Coach

Target dates or schedule
monthly

Evidence of Completion and Person Responsible for Monitoring
Data from Algebra PLC - analyzed and reviewed course content and Live Lesson reviews from previous year. Implementation skill building materials.
(Person Responsible: Principal
Assistant Principals
PLC Leader
Math Teachers
Math Coach)

Goal #7: Increase the percentage of students passing (Level 3 or higher) the Biology EOC from 71% to 74%.

Barrier #1: Level of understanding in the Biology course.

Strategy #1: Focus on teaching and reinforcing science process skills.

Action Step #1: Biology PLC meetings Biology Lesson Study within PLC to determine areas of skill development. Course/Live Lesson walkthroughs

Facilitator leader
FLVS FT Administration, Math coaches, Connections Academy, Accountability, Assessment, PD, STEM

Participants
Principal Assistant Principals PLC Leader Biology Teachers

Target dates or schedule
monthly

Evidence of Completion and Person Responsible for Monitoring
Data derived from Biology module assessments. br />Data from Live Lessons and EOC reviews. Discussion Based Assessments
(Person Responsible: Principal
Assistant Principals
PLC Leader
Biology Teachers
)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
Goal #2	Increase the percentage of students earning a Level 4 on the FCAT Reading 2.0 from 39% to 42%.	$3,800
Goal #3	Increase the percentage of students earning a Level 3.5 or higher on FCAT 2.0 Writing from 59% to 62%.	$2,000
Goal #5	Increase the percentage of students passing (Level 3 or higher) the Geometry EOC from 59% to 62%.	$1,890
Goal #6	Increase the percentage of students passing (Level 3 or higher) the Algebra EOC from 53% to 56%.	$2,520
Goal #7	Increase the percentage of students passing (Level 3 or higher) the Biology EOC from 71% to 74%.	$1,890
	Total	$12,100

Budget Summary by Resource Type and Funding Source

Resource Type	Professional Development	Total
Title I	$5,800	$5,800
Title II	$6,300	$6,300
Total	$12,100	$12,100

Budget Detail

Goal #2: Increase the percentage of students earning a Level 4 on the FCAT Reading 2.0 from 39% to 42%.

Barrier #2: Increasing complexity of test as grade level increases.

Strategy #1: Provide teachers with authentic information and examples regarding the difficulty of reading passages and question complexity consistent with FCAT 2.0.

Action Step #1: Course walkthroughs Course instruction reviews Student work samples

Resource Type	Professional Development
Resource	
Funding Source	Title I
Amount Needed	$3,800

Strategy #2: Ensure effective reading strategies are being taught and reinforced in all courses and through Live Lessons.

Action Step #1: Course walkthroughs Course instruction reviews Student work samples

Resource Type	Professional Development
Resource	Built into Item 1 goal
Funding Source	Title I
Amount Needed	$0

Goal #3: Increase the percentage of students earning a Level 3.5 or higher on FCAT 2.0 Writing from 59% to 62%.

Barrier #1: Difficulty with the writing prompt.

Strategy #1: Professional Development for teachers regarding FCAT 2.0 Writing rubric and writing opportunities in varied curricular areas.

Action Step #1: Use of progress monitoring strategies to guide instruction and allow for differentiated instruction based on student individual needs. Analysis of school-wide practice writing data. Collection of student writing samples Course/Live Lesson walkthroughs

Resource Type	Professional Development
Resource	
Funding Source	Title I
Amount Needed	$2,000

Goal #5: Increase the percentage of students passing (Level 3 or higher) the Geometry EOC from 59% to 62%.

Barrier #2: Deficiencies in mathematical development especially with basic skill.

Strategy #1: Geometry PLC will review scaffolding strategies to implement into curriculum through Live Lessons and one-on-one assistance.

Action Step #1: Evaluation of lessons where students need the greatest amount of assistance. Course and Live Lesson observations/walkthroughs PLC record and logs

Resource Type	Professional Development
Resource	
Funding Source	Title II
Amount Needed	$1,890

Goal #6: Increase the percentage of students passing (Level 3 or higher) the Algebra EOC from 53% to 56%.

Barrier #2: Deficiencies in mathematical development especially with basic skill.

Strategy #1: Algebra PLC will review scaffolding strategies to implement into curriculum through Live Lessons and one-on-one assistance.

Action Step #1: Evaluation of lessons where students need the greatest amount of assistance. Course and Live Lesson observations/walkthroughs PLC record and logs

Resource Type	Professional Development
Resource	
Funding Source	Title II
Amount Needed	$2,520

Goal #7: Increase the percentage of students passing (Level 3 or higher) the Biology EOC from 71% to 74%.

Barrier #1: Level of understanding in the Biology course.

Strategy #1: Focus on teaching and reinforcing science process skills.

Action Step #1: Biology PLC meetings Biology Lesson Study within PLC to determine areas of skill development. Course/Live Lesson walkthroughs

Resource Type	Professional Development
Resource	
Funding Source	Title II
Amount Needed	$1,890