2012-2013 School Improvement Plan/Professional Development Plan Budget

SCHOOL NAME: CLAY VIRTUAL
School Based Leadership Team

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.
- Indicate who is on the team and their position. Also explain why they have been included on the team.

Team consists of Principal, District Learning Specialist, Guidance Counselor, Teachers, and the Support Facilitator/RtI Coordinator. The principal is the head of the team and members were chosen for their ability to provide sage advice as proven ability to plan, execute strategy, and attain goals.

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?

Principal will meet a minimum of once a month to provide a common mission and vision for Curriculum Coordinators, Reading and ESE Coaches in use of data-based decision-making to ensure that school team is implementing RtI, conducting assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures optimal professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

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?

Issues requiring additional staff training are incorporated into Professional Training. The RtI Leadership Team members meet with the School Advisory Council (SAC) chair and principal to help develop the SIP. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. Additionally, the team will assist the school's in-service coordinator in the writing of the professional development priorities to ensure that RTI training is provided to all instructional and support staff members throughout the year. Team members will assist the School Advisory Committee in the monitoring of the SIP and provide updates to the SAC on the implementation of RTI goals.

RtI Implementation

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

Baseline data:

FAIR via Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (DataStar), Florida Comprehensive Assessment Test (FCAT), Math Compass Benchmark, Compass Science Benchmark Assessments. Clay Writes will be used throughout the school-year.

Progress Monitoring: Math Benchmarks, Florida Assessments for Instruction in Reading (FAIR), Running Records, Accelerated Reader, STAR testing, Compass Learning, Clay Writes. End of year: FAIR, FCAT, Math End of Course Assessment Test

Literacy Leadership

2012-2013 School Improvement Plan/Professional Development Plan Budget

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

Principal: Dr. Saryn Hatcher, Tonya Boswell (Support Facilitator), Lana Racine (Guidance Counselor) Jennifer Green (Language Arts Teacher), Heather Sieger (Compass Recovery Teacher), Ruth Payne (Distance Learning Specialist)

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

LLT will review disaggregated data in order to implement professional development that will lead to the benefit of all stakeholders. Previous data should reflect gains made in the past to improve future gains.

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

To improve students reading comprehension and instill reading as an enjoyable venue that can enable students to excel in school, life, and future employment.

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Elementary Schools Only: Pre-School Transition

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

Administration will develop web strategies connected to Florida's Transition Project; http://www.floridatransitionproject.ucf.edu/. The program will include video instruction for parents to prepare students for public school success as well as downloadable resources to include a transition guidebook for parents. Transition pamphlet will be available at community events for CVA.

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.

A 25 minute period of time is recommended for individual or group reading for all Virtual Academy students. Each teacher is responsible for monitoring the reading level of their students, insuring students are reading at their AR Level, and taking AR reading tests. District Media Department, and District Reading Coach will provide professional development as needed to create reward programs to encourage reading as a daily lifestyle.

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?

The majority of students are advised to take Introduction to Information Technology as an applied course relevant to success in the 21st century. Course content in the core subjects includes applied practice project-based learning from SAS Curriculum Pathways to help students understand the relevance in real life.

Additional information: Dropout Prevention

- Provide a plan to address the 15 Strategies below to support the improvement of the dropout rate at your school. These strategies, although appearing to be independent, frequently overlap and are synergistic. They can be implemented as stand-alone programs (i.e. mentoring or family involvement projects) or integrated into other components of your SIP (please reference the goal and page number on the form below where in the SIP the strategy is utilized, if planning to integrate within your plan) When schools develop an improvement plan that encompasses most or all of these strategies, positive outcomes will result.

4 Elements/15 Strategies:

The Basic Core Strategies

■ Mentoring/Tutoring

Students at risk of dropout or academic intervention are offered regular monitoring and tutoring opportunities. Administration will monitor academic intervention of all students, progress letters will go out to all parents notifying them of skill deficits. Progress monitoring plans will be established for each at risk student. Each teacher will have after-hours sessions available online for students.

■ Career and Technical Education

■ Safe Schools

■ Service Learning

Students will be informed of service learning opportunities at brick and mortar high schools and will be allowed to participate in these activities with the principals' approval.

■ Alternative Schooling

Some at risk students are advised about other virtual instructional programs where they might meet with more success.

■ After School Opportunities Use of organized sports and clubs to

Students will be informed of sports and club opportunities at brick and mortar high schools and will be allowed to participate in these activities with the principals' approval.

Early Interventions

■ Early Childhood Education

As a K-12 school, at risk students are identified as early as third grade and interventions will be prescribed as needed.

■ Family Engagement

Constant communication via Facebook and Twitter, monthly phone calls by teachers, and family/community events are used to maintain the connection between family and school. A business partner hosted our Orientation Day for students and parents, and school-wide activities are planned throughout the year.
- Early Literacy Development

In addition to adherence to the District's Reading Plan, Clay Virtual Academy incorporates online programs that motivate and engage students. All students are required to read 25 minutes per day and keep a reading log for the teacher to check on a monthly basis.

Making the Most of Instruction
- Professional Development

Teachers use student data to target their needs for professional development, and complete an IPDP. Virtual online professional development is provided to all instructors whether established or new teachers.
- Active Learning

Current research best practices for online instruction will be provided and utilized by all teachers.
- Educational Technology

Clay Virtual Academy incorporates all forms of educational technology to engage students in the learning process.
- Individualized Instruction

Virtual instruction is such that each student receives individual instruction on a daily basis.

Making the Most of the Wider Community
- Systemic Renewal

Continued professional development will take place with all teachers using current research practices. An analysis of student, teacher, parent and community feedback will identify improvements which may need to be made.
- School-Community Collaboration

The School Advisory Council will meet with administration on various needs of the school. SAC will advise the principal on various needs of the instructional program. In addition, they will meet to discuss the school improvement plan and academic resources to enhance school success.
- Career and Technical Education

Clay Virtual Academy has partnered with the SDCC Department of Career &Technical Education and the Clay County Chamber of Commerce.
- Safe Schools
- We have a partnership with the Florida State Attorney's office to provide training for students in the area of cyber safety.

Postsecondary Transition Note: **Required for High School** – Sec. 1008.37(4), F.S.
- Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

College and Career Night will be held. The school will monitor the High School Feedback Report when received from DOE.

School District of Clay County

Smart Goals					

Smart = Specific Measurable Attainable Realistic Timely					
Goal 1: Student Performance Content Area: Reading_ **Goal 2:** Student Performance Content Area:_ Math_ **Goal 3:** Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science **Goal 5**:_ Parental Involvement_ **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.					
Goal 1: By 2013, K-12 Virtual Academy will decrease the number of non-proficient readers on FCAT 2.0 by 10 percent at each grade level and subgroup currently not meeting proficiency targets (SWD, ED). K-12 Virtual Academy will also increase the percentage of students scoring at or above proficient FCAT 2.0, beyond their performance levels of 2010-11.					
Strategies, Indicators and Progress Measures					
Strategy 1: Implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources including appropriate technology that requires students to demonstrate a variety of relevant skills and competencies.					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016

II.Adult Implementation Indicator (s): **"CAUSE DATA"** 100% of teachers will (strategy restated here) implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology that requires students to demonstrate a variety of relevant skills and competencies.		605	75%	85%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA" Students will consistently increase their FCAT Reading levels scores until we reduce the % of students who are non-proficient by at least 50% by 2016.	50%	54.%	59.%	63%	68%

IMPLEMENTATION DETAILS

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/ Funding Source

1. Teachers will use higher-level questions to guide students into critical thinking skills. Task 1: Teachers will use Bloom's Taxonomy question stems Task 2: Teachers will ask students to clarify and summarize meaning Task 3: Teachers will conference with students to establish specific learning goals	Lesson Plans, Student work samples	Admin, Literacy Leadership Team, Teachers	2012-2013 school year	Critical Thinking Question Stem cards	
1.2 Teachers will use vocabulary enrichment activities to expand critical grade level vocabulary and improve reading comprehension Task 1: Teachers will provide students with meaningful connections to new words and materials to make learning relevant	Lesson Plans, Vocabulary Resources, Curriculum presentation	Admin, Literacy Leadership Team	2012-2013 school year	Vocabulary Articulation Plan	Blackboard courses on vocabulary articulation, lesson study

1.3 Teachers will scaffold instruction Task 1: Teachers will incorporate graphic organizers to offer a visual framework for assimilating new information Task 2: Teachers will break a complex task into easier, more "doable" steps to facilitate student achievement and vice versa to encourage higher order thinking Task 3: Teachers will encourage the use of Accelerated Reader program to improve comprehension. Task 4: K-6 ELA Teachers will introduce the Pizza Hut Book it Program as a supplemental resource to enhance reading motivation.	Graphic Organizers, Student work samples, Curriculum presentation AR-Test Results Diagnostic Data	ELA Teachers ELA Teachers ELA Teachers ELA Teachers	2012-2013 school year 2012-2013 school year 2012-2013 school year 2012-2013 school year	Book studies with all staff on specific strategies that support improvement in reading at all levels AR-Professional Development Staff Training by: Carol Cochuyt		

2012-2013 School Improvement Plan/Professional Development Plan Budget

School District of Clay County

Smart Goals					
Smart = Specific Measurable Attainable Realistic Timely					
Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.					
Goal 2. By 2013, K-12 Virtual Academy will decrease the number of non-proficient math students on FCAT 2.0 by 10 percent at each grade level and subgroup currently not meeting proficiency targets (SWD, ED). K-12 Virtual Academy will also increase the percentage of students scoring at or above proficient FCAT 2.0, beyond their performance levels of 2010-11.					
Strategies, Indicators and Progress Measures					
l. **Strategy 2:** *Implement the scientifically base researched strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Mathematics (including higher level math courses).*					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016

II. **Adult Implementation Indicator (s):** 100% of teachers will implement the scientifically base researched strategy of using higher order questioning techniques in order to increase the higher order thinking of students in Mathematics (including higher level math courses).	*No consistent data source for all students* *Baseline Year*	50%	54.%	59.%	63%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. **Student Performance Indicator (s):** **"EFFECT DATA"**					

2012-2013 School Improvement Plan/Professional Development Plan Budget

Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
2.1 Teachers will utilize higher order questioning techniques	Lesson plans, student work samples, Curriculum presentation	CVA teachers	September 2012-Ongoing	Common Planning Schedule	Blackboard Course	*N/A*
2.2Teachers will utilize a thread for students to discuss and use peer conferencing strategies in order to allow students to explain, summarize or clarify their thinking to higher-order questions Task 1: Teachers will devise a process of strategies for students to use with their peer partners	Team meeting minutes, lesson plans, student responses	CVA Teachers	September 2012-Ongoing	Demonstration and modeling for teachers needing assistance on strategies, copies	Blackboard Course	*N/A*

2.3 Teaches will differentiate instruction based on student needs Task 1: Students will be leveled within the system to allow for differentiation of instruction Task 2: Extension activities will be planned for higher performing students in order to develop deeper understanding of learned concepts.	Lesson plans, student work samples, Curriculum presentation	CVA Teachers	September 2012-Ongoing			

School District of Clay County

Smart Goals **Smart = Specific Measurable Attainable Realistic Timely**					
Goal 1: Student Performance Content Area: <u>Reading</u> **Goal 2:** Student Performance Content Area: <u>Math</u> **Goal 3:** Student Performance: Content Area: <u>Writing</u> **Goal 4**: Student Performance Content Area: <u>Science</u> **Goal 5**: <u>Parental Involvement</u> **Goal 6:** <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal.</u>					
Goal 3: By 2013, K-12 Virtual Academy will increase the number of proficient writers on FCAT Writes by 10 percent at each grade level from their last assessment.					
Strategies, Indicators and Progress Measures					
I. **Strategy 3:**					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016

2012-2013 School Improvement Plan/Professional Development Plan Budget

II. Adult Implementation Indicator (s): *100% of teachers will implement the scientifically base researched strategy of the five stages of the writing process, relating and integrating the subject matter with other disciplines during instruction*	**No consistent data source for all students** Baseline Year	50%	54.%	59.%	63%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. Student Performance Indicator(S): **"EFFECT DATA"**					

Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source

3.1Teachers demonstrate knowledge of research based best practices of writing across content areas Task 1: Provide PD and support on how to implement the use of writing across the content areas Task 2: Provide PD and support on how to assess writing based on FCAT Writing rubrics Task 3: Provide grammar articulation plan	Clay Writes Assessments, student work samples, sign-in sheets	Literacy Leadership Team, Admin	September 2012-Ongoing	Writing Rubric, student data, technology, Grammar Articulation Guide	Blackboard course on Writing	
3.2 Teachers use the NGSSS for content and grade level Task 1: Students will utilize organizational tools and strategies for the pre-writing process- (technology, outline, chart, webs, story map graphs) Task 2: Students will draft writing by organizing information into logical sequence Task 3: Students will revise their draft for clarity by using transitional words and variations of sentence structure Task 4: Students will edit and correct their writing for standard language conventions Task 5: Students will write a final product for the intended audience	Writing samples, lesson plans, graphic organizers, student writing samples, Curriculum presentation	CVA Teachers	September 2016-Ongoing	NA	NA	

3.1Teachers demonstrate knowledge of research based best practices of writing across content areas Task 1: Provide PD and support on how to implement the use of writing across the content areas Task 2: Provide PD and support on how to assess writing based on FCAT Writing rubrics Task 3: Provide grammar articulation plan	Clay Writes Assessments, student work samples, sign-in sheets	Literacy Leadership Team, Admin	September 2012-Ongoing	Writing Rubric, student data, technology, Grammar Articulation Guide	Blackboard course on Writing	

School District of Clay County

Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: Reading **Goal 2**: Student Performance Content Area: Math **Goal 3**: Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,					
Goal 4: By 2013, 50% K-12 Virtual Academy students will attain an FCAT (Level III or above) score; an increase of 10% as measured by last year's district average results on the Science FCAT.					
Strategies, Indicators and Progress Measures					
I. **Strategy 4:** By 2013, 50% K-12 Virtual Academy students will attain an FCAT (Level III or above) score; an increase of 10% as measured by last year's district average results on the Science FCAT.					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016

I.	**Adult Implementation Indicator (s):** 100% of teachers will implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology that requires students to demonstrate a variety of relevant skills and competencies.	No consistent data source for all students Baseline Year	50%	54.%	59.%	63%
		FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
II. Student Performance Indicator (s): **"EFFECT DATA"**		II. **Student Performance Indicator (s):** Students will consistently increase their FCAT Reading scores until reaching 100% proficiency in all grade levels by 2015.	50%	54.%	59.%	63%

2012-2013 School Improvement Plan/Professional Development Plan Budget

Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible / Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
4.1 Teachers will conduct hands-on inquiry based opportunities for students throughout the school year in order for students to comprehend science concepts Task 1: To reinforce a skill and provide for an interactive visual, teachers will use "hands-on" or lab centered activities when possible	Observation, science notebooks, student work samples	CVA Teachers	2012-2013 school year			N/A
4.2 Teachers will use spiral reviews in order to ensure mastery and retention of previously taught concepts Task 1: Teachers will use explicit questions that require students to infer Task 2: Students will be asked to explain and defend their inferences	Lesson plans, student work samples, Curriculum presentation	CVA Teachers	2012-2013 school year		Science Technology Publisher Training	County funded
4.1 Teachers will conduct hands-on inquiry based opportunities for students throughout the school year in order for students to comprehend science concepts Task 1: To reinforce a skill and provide for an interactive visual, teachers will use "hands-on" or lab centered activities when possible	Observation, science notebooks, student work samples	CVA Teachers	2012-2013 school year			N/A

Smart Goals **Smart = Specific Measurable Attainable Realistic Timely**					
Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.					
Goal 5: By 2013, 60% of targeted CVA parents will participate in the end of the year survey.					
Strategies, Indicators and Progress Measures					
I. **Strategy 5: Strategy 5: implement the scientifically base researched strategy of fostering two-way home/school communication with all stakeholders to support student learning and completion of parent survey** II.					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016

III. **Adult Implementation Indicator (s):** **"CAUSE DATA"**	No consistent data source for all students Baseline Year	50%	54.%	59.%	63%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
IV. **Student Performance Indicator (s):** **"EFFECT DATA"**	No consistent data source for all students Baseline Year	50%	54.%	59.%	63%

Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source

5.1 ***SBLT will engage parents in activities relating to the use of technology and School Improvement.*** **Task 1:** Principal will post school improvement efforts through electronic campaign as well as voice mail directly to parents. **Task 2:** Principal will provide information relating to the Hatcher Report (monthly diagnostic snapshot or dash board of all school functions) to parents through electronic newsletters including Facebook and Twitter. Task 3: Staff will promote a fundraiser opportunity to emphasize the completion of surveys and school/ community pride; surveys could be completed at the event	CVA Twitter/ Facebook Analytics New School Website with visitor tracking counters Analytics software data documentation	Dr. Hatcher Ms. Schriver Dr. Hatcher Ms. Schriver Dr. Hatcher Ms. Schriver	September 2012-June 2013 August 2012 – October 2012 September 2012-June 2012 October 2012- Ongoing	District approval District approval Access to Inspiration Software Survey Monkey Account	Web Design	N/A NA NA
5.2 Task 1: Principal will implement use of Social Media for information purposes giving parents more information about school events. Task 2: Principal/Support Facilitator will push school-based data through Social Media and district e-mail directly to all parents who are registered to receive e-alerts.	*CVA Website Twitter/ Facebook* *CVA Website Twitter/ Facebook*	*Dr. Hatcher* *Dr. Hatcher Ms. Boswell*	*September 2012- June 2012* *September 2012- June 2013*	*District approval* *District approval*		*NA*

5.1 **SBLT will engage parents in activities relating to the use of technology and School Improvement.** **Task 1:** Principal will post school improvement efforts through electronic campaign as well as voice mail directly to parents. **Task 2:** Principal will provide information relating to the Hatcher Report (monthly diagnostic snapshot or dash board of all school functions) to parents through electronic newsletters including Facebook and Twitter. Task 3: Staff will promote a fundraiser opportunity to emphasize the completion of surveys and school/community pride; surveys could be completed at the event	CVA Twitter/ Facebook Analytics New School Website with visitor tracking counters Analytics software data documentation	Dr. Hatcher Ms. Schriver Dr. Hatcher Ms. Schriver Dr. Hatcher Ms. Schriver	September 2012-June 2013 August 2012 – October 2012 September 2012-June 2013 October 2012-Ongoing	District approval District approval Access to Inspiration Software Survey Monkey Account	Web Design	N/A NA NA

Smart Goals **Smart** = **S**pecific **M**easurable					

Attainable Realistic Timely					
Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school- specific goal.					
Goal 6:					
Strategies, Indicators and Progress Measures					
I. **Strategy 6:**					
*****Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.**	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016
II. **Adult Implementation Indicator (s) :** **"CAUSE DATA"**					
	Discipline Data August 2011-2012	Discipline Data August 2012-2013	Discipline Data August 2013-2014	Discipline Data August 2014-2015	Discipline Data August 2015-2016
III. **Student Performance Indicator (s):** **"EFFECT DATA"**	***% of occurrences by grade level**				

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Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
6.1						
6.2						
6.3						

Include only school-based funded activities/materials and exclude district funded activities /materials.

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Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount 2011-12 SIP Proj 1182 -$0 2012-13 SIP Proj 1183 - $0 **Total SIP Available: $0,000.00**
Goal – Reading – Action Step 1.1.1 Goal – Math – Action Step 2.2.4 Goal – Writing – Action Step 3.1.3 Goal – Science – Action Step 4.3.1 Goal – Parent Involvement – Action Step 5.2.1	Online parent guides for assisting their child in Reading skills - $0 Materials for school science fair - $100.00	6400 0000 4023	$100.00
Subtotal: $000.00			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount FTE – No Proj 0000 - $,0 **Total PD Available: $11,000.00**
Professional Learning Community Goal and Action Step #(s) – Reading /Action Step 1.1.2 Navigator Plus Activity Title: School 0001 2012-13 – PLC—Integrating Reading and Social Studies in Grades K-8 Goal and Action Step #(s) – Math & Science Action Step 2.1.2 & 4.1.1 Navigator Plus Activity Title: School 0001 2012-13 – PLC—Common Core Math/Science Implementation	Materials List and Cost: Common Core Manual for Department Heads (No Cost) No Cost	Budget Strip	$0
Lesson Study Goal and Action Step #(s) – Science/Action Step 4.2.3 Navigator Plus Activity Title: School 0001 2012-13 – Lesson Study – 5th Grade Science	No Cost	Budget Strip	$0

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School Workshop Goal and Action Step #(s) – Writing/Action Step 3.1.1 Navigator Plus Activity Title: School 0001 2012-13 – Writing with Katherine Robinson	Materials List and Cost: Katherine Robinson Training Manual Consultant Fee: NA Consultant Travel Expenses: NA Substitutes: NA Stipends: NA	Budget Strip	$0
Goal and Action Step #(s) – Math/Action Step 2.2.1 Navigator Plus Activity Title: School 0001 2012-13 – Teaching 3rd Grade Mathematics Using Every Day Materials Taught by Kimberly Verrilli, District Curriculum Specialist	Materials List and Cost: NA Math training materials - NA Consultant Fee: NA Consultant Travel Expenses: NA Substitutes: NA Stipends: NA	Budget Strip	$0
Virtual School Symposium Goal #2 /Action Step # (s) Action: 2.1, 2.2, 2.3 Location: Orlando, FL Dates: November 29 – December 1, 2012 Sponsoring Educational Institution: Florida Instruction Network	Mileage: $900.00 Meals: $360.00 Room: $1,000.00 Registration: N/A Subsites: N/A Stipends: N/A	6400 0420 0000	$2,500.00
Conference: Florida Education Technology Conference (FETC) Goal and Action Step #(s) Goal 1: Strategy 1, 1.2 Increase technology delivery to assist reading response of K-12 students Location: Orlando, FL Dates: January 28-31 Sponsoring Educational Institution:1105 Media	Mileage: $900.00 Meals: $360.00 Room: $1,000.00 Registration: $1,075.00 Subsites: N/A Stipends: N/A	6400 0420 0000	$3,500.00
Conference: School Leadership Development Goal and Action Step # (s) Goal 1.1. Title North Folk Leadership Location: North Folk Girls Scout Camp Date: September 25th Sponsoring Educational Institution: CVA	Mileage: $200.00 Meals: $200.00 Room: N/A Registration: $950.00 Substitutes: N/A Stipends: N/A	6400 0390 0000	$1,000.00
Subtotal: $6,560.00			
Grand Total: $6,560.00			

Internal Checklist – Training Provided by School

P.D.Activity	Details	Y	N	Comments
IF IT IS A:				
School-wide Training	**Professional Development Details** **Goal the Activity is Supporting 1, 2, 3, 4, 5**	X		
Common Core Training	- Action Step # 1.2, 1,3, 2.1, 2.2, 3.1, 3.2, 4.1,4.2, 5.1, 5.2 - Name of Activity: Common Core Workshop Model - Dates of Activity: Sept. 2012 - Name of Consultant or Facilitator (if applicable): Jennifer Green- CVA - Consultant Services Agreement (if applicable) - Materials: Common Core Books from District			**Created a Common Core Liaison: Jennifer Green who will help facilitate the Common Core training for CVA teachers**
	Budget Items Required			
	N/A			
Learning Community	**Professional Development Details** **Goal the Activity is Supporting #1**	X		
Elements of Quality Online Education	- Action Step # 2.2. Online community communication - Name of Activity: Review Publication on Online Learning by Sloan Institute - Dates of Activity: November 2012 - Title of Book or Focus: Elements of Quality of Online Education: Practice and Direction (2002)			**Principal will attend online workshops in Elements of Quality of Online Education to provide leadership in virtual environment.**
	Budget Items Required			
	- Action Step # 1.3 Scaffold Instruction in online environment - Cost of Book/Teacher Materials:: $15			
Lesson Study/Action Research	**Professional Development Details** **Goal the Activity is Supporting # 2**	X		
How to Improve High Quality Online Instruction?	- Action Step # 2.1 Use graphic organizers. 2.2 Break complex task into easier more doable steps in online module. - Name of Activity: Plus Delta Activity using graphic organizer model (Facilitated by: Principal of CVA) - Dates of Activity: January 2012 - Longitudinal Success Measures for Online Learning			
	Budget Items Required			

	• Action Step # 2.1, 2.2 • Cost of Teacher Materials (If applicable): $75			**Purchase online publication for each department head (Total: 7)**
Timelines				
Start Date: August 2, 2012				
End date: June 3, 2013				
Budget				
Local FTE Function 6400 Project – 0510 Project - 4023 Function: 9500 Project - 0000	6400 0510 4023 9500			
Total Internal PD Budget (no project & project funds)	$90.00			

Approvals: (Signature's required)
Principal: _____ **Date:** ___/___/____
SAC Chair: _____ **Date:** ___/___/____
Hilda Manning: _____ **Date:** ___/___/____
Shannah Kosek: _____ **Date:** ___/___/____

External Checklist
Training Not Provided by School/District

School Improvement Plan Supervisor: Shannah Kosek

Professional Development Assistant: Hilda Manning

Approval: ___ Yes ___ No (For office use only)

Background			

Background:	Professional Development is an integral part of the School Improvement Plan. Teachers need proven, current instructional		

	strategies to improve the performance of the students assigned to them.		
Objectives			
	Yes	**No**	**Comments**
How is the training aligned to a research-based strategy for the Goal? In the comments section, please provide Goal and source of research-based strategy.	☐	☐	Writing, Action Step 3.1.1 Source - Johns Hopkins University, School of Education – Evidence-based Practices for Teaching Writing
Training Details - Consultants			
Please use the comments section to provide the information requested.	**Yes**	**No**	**Comments**

Consultant Name and Organization – Please provide the trainers name and the organization with which they are affiliated.	☐	☐	Virtual School Symposium Sponsored by: Florida Virtual School
Who will be trained?	☐	☐	Instructional and Administrative Staff
Date(s), Time(s), Location	☐	☐	November 29, 2012 8:30 AM – 3:30 PM West Palm Beach, FL
Total Cost	☐	☐	$2,500.00
Needs School Board approval	☐	☐	No
Complete budget line for expenses	☐	☐	6400 0510 4023 9500
Name of facilitator/person responsible	☐	☐	VSS Instructor
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			
Please use the comments section to provide the information requested.	**Yes**	**No**	**Comments**
Name of educational organization providing the training.	☐	☐	Florida Education Technology Conference (FETC) 1105 Education Media
Who will be trained?	☐	☐	Principal, Distance Learning Specialist and 3 Dept. Heads
Date(s), Location	☐	☐	January 28, 2012 Orlando, FL
Total Cost	☐	☐	$2,360.00
Complete budget line for expenses	☐	☐	6400 0510 4023 9500
Name of facilitator/person responsible	☐	☐	FDLRS
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			

2012-2013 School Improvement Plan/Professional Development Plan Budget

Please use the comments section to provide the information requested.	Yes	No	Comments
Name of educational organization providing the training.	☐	☐	North Fork Leadership Training
Who will be trained?	☐	☐	All CVA teachers & staff
Date(s), Location	☐	☐	September 19th, 2012
Total Cost	☐	☐	$1,600.00
Complete budget line for expenses	☐	☐	6400 0510 4023 9500
Name of facilitator/person responsible	☐	☐	Jordan-North Fork Special Activities Director
Timelines			
	Yes	No	Comments
Start Date August 2, 2012	☐	☐	
End Date June 3, 2013	☐	☐	
Budget			
Local FTE (function 6400-no project)	☐	☐	$6,460.00
Project - 0510	☐	☐	
Project - 4023	☐	☐	
Project - 9500	☐	☐	
Total External PD Budget (no project & project funds)	☐	☐	$6,460.00

Approvals: (Signature's required)

Principal: _____   **Date:** ___/___/____

2012-2013 School Improvement Plan/Professional Development Plan Budget

SAC Chair: _____   **Date:** ___/___/____

Hilda Manning: _____   **Date:** ___/___/____

Shannah Kosek: _____   **Date:** ___/___/____