

Florida Department of Education



DRAFT School Improvement Plan (SIP)

Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Kidz Choice	District Name: Broward
Principal: Lily Swanson	Superintendent: Robert Runcie
SAC Chair: Ana Montesinos	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Highly Effective Administrators

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List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal /Director	Lily Swanson	Bachelor's Degree in Organizational Management	5	5	<p>Kidz Choice Charter School 2007-2008 The school did not have a 3rd, 4th or 5th grade class.</p> <p>Kidz Choice Charter School 2008-2009 The school did not have a 3rd, 4th, or 5th grade class.</p> <p>Kidz Choice Charter School 2009-2008 The school did not have a 3rd, 4th, or 5th grade class.</p> <p>Kidz Choice Charter School 2010-2011 96% at level 3 or higher in Reading 85% at level 3 or higher in Math 75% meeting the writing standard No 5th grade class this year</p> <p>Kidz Choice Charter School 2011-2012 63% at level 3 or higher in Reading 63% at level 3 or high in Math 93% meeting the writing standard 54% at level 3 or higher in Science</p>
Assistant Principal	Kidz Choice Charter School does not have an assistant principal due to the small population.				

Highly Effective Instructional Coaches

List your school's highly effective instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time

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teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
ESE	Judy Rosenberg	Professional Teaching Certificate in: Elementary Education K-6 Exceptional Student Education K-12 ESOL Endorsed	5	1	Ms. Rosenberg has maintained continual success in helping students to transition from Kindergarten to First grade for the past five school years.

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Partnering of veteran teachers with those teachers that have less than two years' experience.	Lily Swanson	Ongoing	
2. Using Graphic Organizers as part of higher-order thinking strategies across the curriculum in all classes. Teachers will undergo professional development on how to incorporate such high-yield strategies inside the classroom.	Lily Swanson	May 2013	
3.			
4.			

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Non-Highly Effective Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
Not Applicable 100% of Kidz Choice teachers are highly qualified as required per No Child Left Behind	Not Applicable 100% of Kidz Choice teachers are highly qualified as required per No Child Left Behind	Not Applicable 100% of Kidz Choice teachers are highly qualified as required per No Child Left Behind	Not Applicable 100% of Kidz Choice teachers are highly qualified as required per No Child Left Behind

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
5	0 % (0)	80% (4)	20% (1)	0% (0)	0% (0)	100% (5)	0% (0)	0% (0)	100%(5)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
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Judy Rosenberg	Yesenia Perez	As Ms. Rosenberg is the most tenured of instructional staff, and Ms. Perez is the newest edition to Kidz Choice, Ms. Rosenberg will be working with Ms. Perez to help ensure that she maintains an effective and nurturing learning environment.	Ms. Rosenberg and Ms. Perez will meet at least once a month to discuss lesson planning, student progress or lack thereof, and ways of improving teaching strategies for effectiveness.
Judy Rosenberg	Desiree Reyno	Mr. Rosenberg has continually maintained an effective and nurturing learning environment in her classroom for six years. As Ms. Reyno struggles with balance between the curriculum and the needs of her student population, Ms. Rosenberg will be working with Ms. Reyno to work with scheduling, lesson plan development, and lesson plan implementation.	Ms. Rosenberg will provide sample lesson plan, modeling of lessons inside the classroom, as well as helping to develop lesson plans together as a mentor and mentee relationship. Ms. Rosenberg and Ms. Reyno will meet once a week to discuss progress with a monthly follow up with the principal.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Not Applicable
Title I, Part C- Migrant
Not Applicable
Title I, Part D
Not Applicable
Title II
Not Applicable

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Title III <small>Not Applicable</small>
Title X- Homeless <small>Not Applicable</small>
Supplemental Academic Instruction (SAI) <small>Not Applicable</small>
Violence Prevention Programs <small>Not Applicable</small>
Nutrition Programs <small>Not Applicable</small>
Housing Programs <small>Not Applicable</small>
Head Start <small>Not Applicable</small>
Adult Education <small>Not Applicable</small>
Career and Technical Education <small>Not Applicable</small>
Job Training <small>Not Applicable</small>
Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.:

Principal: Lily Swanson, Instructional Coach: Judy Rosenberg, ESE Teacher: Kaytie Casanova

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

The MTSS/RtI team will meet once a month to develop and maintain a problem-solving system to bring out the best results in both faculty and student population. The team will review the data and help make data-driven decisions for instruction inside the mainstream classroom. Additionally the team will collaborate in monitoring and developing intervention programs for students with exceptionalities and those students that are going through the RtI process. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, practice new processes and skills, and make decisions. During monthly meetings, the team will use data provided in order to identify students who are at risk for not meeting benchmarks as well as those students who are meeting or exceeding the benchmarks for that particular grade.

Describe the role of the school-based MTSS 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?

Lily Swanson: Provide a common vision for the use of data-based decision making, ensuring that the school based team is implementing RtI, conducting assessments of the skills of the staff, and communicating with parents about school-based RtI plans and activities. In addition to guidance and communication, also refers parents to outside support systems and organizations to help with their child's academic, emotional, and behavioral and social success.

Judy Rosenberg: Provides quality services and expertise on issues from program design assessment and intervention with individual students. Additionally provides interventions and information to assist classroom teachers in serving ESE students.

Kaytie Casanova: Participates in the Tier process and student data collection to provide support and other strategies to the general education teacher.

MTSS Implementation

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

Baseline data: Florida Assessment for Instruction in Reading (FAIR), Florida Comprehension Assessment Test (FCAT), Benchmark Assessment Test (BAT), Go Math!, and Mini-Benchmark Assessments tests.

Progress Monitoring: PMRN, Go Math!, Mini-Benchmark Assessments

End of Year: FAIR, FCAT, Go Math!

Describe the plan to train staff on MTSS.

Professional development will be provided during the teachers' common planning time, small sessions before school and during teacher work days. The team will evaluate additional staff professional development needs during their team meetings on a monthly basis.

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Describe plan to support MTSS.

The MTSS Team will be supported by the principal in their efforts. To assure that classroom teachers understand the importance of differentiated instruction and the RtI process, the principal will provide a brief in-house training on these topics for all staff during the year. Additionally, the principal will provide materials, such as literature, and guidance for those teachers that have Exceptional Education Students in their classroom, or students that are in the RtI process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Lily Swanson: Principal Yesenia Perez: Fifth Grade Deanna Palonis: Third Grade Desiree Reyno: ESOL Teacher
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Literacy Leadership Team will meet once a month to determine if teachers are implementing the strategies and programs to help Kidz Choice meet its reading goal. Additionally, the Literacy Leadership Team will help to plan professional development and help make decisions about the programs needed to help support students in achieving high academic standards for reading.
What will be the major initiatives of the LLT this year? Word Walls Drop Everything And Read or Silent Sustained Reading The goal is to help increase the percentage of students scoring above the proficiency reading level.

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1a.1. Impleme ntation of differentiated instruction.	1a.1. Differentiated Instruction Professional Development. Increase usage of Graphic Organizers. FCAT Explorer	1a.1. Principal Literacy Leadership Team	1a.1. Principal will monitor Mini Benchmark Results and complete evaluations Literacy Leadership Team will complete classroom evaluations	1a.1. Benchmark Assessment Test FCAT		
	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
	Kidz Choice will increase the percent of students achieving proficiency by 5%.						
	Grade 3-5: 26%(12) Grade 3: 31% (5) Grade 4: 7% (1) Grade 5: 40% (6)	Grade 3-5: 31%(14) Grade 3: 36% (6) Grade 4: 12% (2) Grade 5: 45% (7)					

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		1a.2. Lack of student motivation to see reading a pleasurable activity in opposition to an academic requirement.	1a.2. Encouraging and including a set time for silent sustained reading for pleasure; using the Drop Everything And Read program in correlation to students keeping a reader's journal. Student Incentive	1a.2. Principal Literacy Leadership Team Classroom Teacher	1a.2. Principal will monitor Mini Benchmark Results and complete evaluations Literacy Leadership Team will complete classroom evaluations	1a.2. Benchmark Assessment Test FCAT Student Reader's Journal	
		1a.3. Implementation of higher-order thinking skills.	1a.3. Using Marzano High-Yield Strategies such as graphic organizers.	1a.3. Principal Literacy Leadership Team Classroom Teacher	1a.3. Principal will monitor Mini Benchmark Results and complete evaluations Literacy Leadership Team will complete classroom evaluations	1a.3 Benchmark Assessment Test FCAT Student Reader's Journal.	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
Reading Goal #1b: Kidz Choice did not have any students that participated in the Florida Alternate Assessment Program this year.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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		<i>Enter numerical data for expected level of performance in this box.</i>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.	2a.1. Implementation of differentiated instruction.	2a.1. Concept Mapping Differentiated Instruction Professional Development FCAT Explorer	2a.1. Principal Literacy Leadership Team Classroom Teacher	2a.1. Principal will monitor Mini Benchmark Results and complete evaluations Literacy Leadership Team will complete classroom evaluations	2a.1. Benchmark Assessment Test FCAT		
<u>Reading Goal #2a:</u> Kidz Choice will increase the percent of students achieving above proficiency by 5%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	Grade 3-5: 37% (17) Grade 3: 31% (5) Grade 4: 43% (6) Grade 5: 40% (6)	Grade 3-5: 42% (19) Grade 3: 36% (6) Grade 4: 48% (7) Grade 5: 45% (7)					
		2a.2. Lack of student motivation to see reading a pleasurable activity in opposition to an academic requirement.	2a.2. Encouraging and including a set time for silent sustained reading for pleasure; using the Drop Everything And Read program in correlation to students keeping a reader's journal.	2a.2. Principal Literacy Leadership Team Classroom Teacher	2a.2. Principal will monitor Mini Benchmark Results and complete evaluations Literacy Leadership Team will complete classroom evaluations	2a.2. Independent Reader's Log	
		2a.3 Implementation of higher-order thinking skills.	2a.3 Using Marzano High-Yield Strategies such as graphic organizers.	2a.3 Principal Literacy Leadership Team Classroom Teacher	2a.3 Principal will monitor Mini Benchmark Results and complete evaluations Literacy Leadership Team will complete classroom evaluations	2a.3 Teacher Evaluation FCAT Benchmark Assessment Test	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2b.1. Not Applicable	2b.1. Not Applicable	2b.1. Not Applicable	2b.1. Not Applicable	2b.1. Not Applicable		

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Reading Goal #2b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Kidz Choice did not have any students that participated in the Florida Alternate Assessment Program this year.							
	Not Applicable	Not Applicable					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.		
Reading Goal #3a: <i>Information was not available from the state at the time this plan needed to be turned in.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a.3.	3a.3.	

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3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	3b.1. Not Applicable	3b.1. Not Applicable	3b.1. Not Applicable	3b.1. Not Applicable	3b.1. Not Applicable		
Reading Goal #3b: Kidz Choice did not have any students that participated in the Florida Alternate Assessment Program this year.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Not Applicable	Not Applicable					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.		
Reading Goal #4a: <i>Information was not available from the state at the time this plan needed to be turned in.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	64	<i>Enter numerical data for expected level of performance in this box.</i>					
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	

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4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Reading Goal #4b: Kidz Choice did not have any students that participated in the Florida Alternate Assessment Program this year.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Not Applicable</i>	<i>Not Applicable</i>					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Reading Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Reading Goal</u> #5B: <i>Information was not available from the state at the time this plan needed to be turned in.</i>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	<i>Information was not available from the state at the time this plan needed to be turned in.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		

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<u>Reading Goal</u> <u>#5C:</u> <i>Information was not available from the state at the time this plan needed to be turned in.</i>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
	<i>Information was not available from the state at the time this plan needed to be turned in.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Information was not available from the state at the time this plan needed to be turned in.							
Information was not available from the state at the time this plan needed to be turned in.	Enter numerical data for expected level of performance in this box.						
	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
	5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Reading Goal #5E:</u> <i>Information was not available from the state at the time this plan needed to be turned in.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Information was not available from the state at the time this plan needed to be turned in.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning							
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Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Word Part Study	3-5	Professional Reading Coach	All instructional staff in third through fifth grade.	Various afternoons in accordance to facilitator and staff availability.	Submit lesson plans for implementation documentation. Classroom Observations Student Samples	Principal
Comprehension Strategies	K -5	Literacy Leadership Team	School wide	Teacher Planning Days	Submit lesson plans for implementation documentation. Classroom Observations Student Samples	Principal

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
CRISS-Student Owned Strategies	Exit Journal Templates Graphic Organizer Templates Materials for differentiated instruction of groups of less than 15 Lesson Plan Template to incorporate these elements	Instructional Materials	\$100.00
Reader's Journals	Reader Journal Template Reader Journal Rubric for implementation	Instructional Materials	\$100.00
Subtotal: \$200.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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FCAT Explorer	Internet-based program FCAT Explorer	Not Applicable, as it is supplied by the state.	\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
CRISS-Student Owned Strategies To be followed up with classroom walkthroughs, lesson plan documentation, and both informal and formal observations.	Highly Qualified Curriculum Instructional Coach	Staff Development	\$750.00
Creating an Engaged Classroom for the 21 st Century Learner To be followed up with classroom walkthroughs, lesson plan documentation, one-on-one coaching, and both informal and formal observations.	Principal High Qualified Curriculum and Instructional Coach	Staff Development	\$750.00
Subtotal: \$1,500.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0.00			
Total: \$1,700.00			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					

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Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in Listening/Speaking.	1.1. Kidz Choice does not anticipate any barrier for this goal.	1.1. These children will be paired with students who are native English Speakers inside the mainstream classroom.	1.1. Classroom Teacher	1.1. Classroom teacher will keep a running record and log of student's participation in classroom discussions and group work.	1.1. CELLA Testing	
<u>CELLA Goal #1:</u> Kidz Choice will increase the percent of students in Listening/Speaking proficiency by the end of the 2012-2013 by 5%.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	40%					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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2. Students scoring proficient in Reading.	2.1. Student's lack of motivation to read in English in opposition to their native language.	2.1. Drop Everything and Read independent books for these students will be provided on a slightly lower level than their native language capability. This is to ensure that reading in English becomes as enjoyable and less stressful.	2.1. Classroom Teacher	2.1. Classroom Teacher will complete quarterly Oral Reading Fluency from Triumphs on these students.	2.1. CELLA Testing	
Kidz Choice will increase the percent of students in Reading proficiency by the end of the 2012-2013 by 5%.	<u>2012 Current Percent of Students Proficient in Reading :</u>					
	36%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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3. Students scoring proficient in Writing.	2.1.	2.1.	2.1.	2.1.	2.1.	
	The majority of Kidz Choice ELL students are incoming Kindergarten students and are just beginning to learn the writing process on a basic level.	To continue to encourage and provide daily writing activities inside the classroom.	Classroom Teacher	Maintaining a student writing work portfolio.	CELLA Testing	
CELLA Goal #3: Kidz Choice will increase the percent of students in Reading proficiency by the end of the 2012-2013 by 5%.	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	24%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

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Daily Writing Journals	Writing Journal Template for Primary and Intermediate Grades	General Funds	\$100.00
Subtotal:\$100.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Daily Writing Journals	Principal High Qualified Curriculum and Instructional Coach	Staff Development	\$100.00
Subtotal: \$100.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0.00			
Total: \$200.00			

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a.1. Student inability to visualize mathematical problems.	1a.1. Implementation of visualization strategies to help students breakdown math problems in order to solve them more efficiently and accurately. Manipulative Kits	1a.1. Principal Classroom Teacher	1a.1. Classroom evaluations	1a.1. County Provided Mini-Benchmark Assessments Benchmark Assessment Test FCAT		

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<u>Mathematics Goal #1a:</u>	<u>2012 Current Level of Performance*</u>	<u>2013 Expected Level of Performance*</u>					
Kidz Choice will increase the percent of students achieving proficiency by 5%.							
	Grade 3-5: 37% (17)	Grade 3-5: 42% (19)					
	Grade 3: 50% (8)	Grade 3: 55% (9)					
	Grade 4: 29% (4)	Grade 4: 34% (5)					
	Grade 5: 33% (5)	Grade 5: 38% (6)					
		1a.2. Lack of teacher experience in meeting needs of different types of learning styles.	1a.2. Professional development for teachers on how to teach various learning styles inside the same classroom.	1a.2. Principal Classroom Teacher	1a.2. Classroom evaluation Professional Development Journal	1a.2. Classroom evaluation Final review of progression of Professional Development Journal and Plan	
		1a.3. Lack of understanding of the academic vocabulary associated with this subject area.	1a.3. Students will keep a math vocabulary journal to write down, learn, and reference for the academic vocabulary of this subject.	1a.3. Principal Classroom Teacher	1a.3. Math Vocabulary Journals will be checked for accuracy. Math Vocabulary will be included as a part of the students grades.	1a.3. Quarterly Cumulative Math Vocabulary Assessments	

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1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
<u>Mathematics Goal #1b:</u> Kidz Choice did not have any students that participated in the Florida Alternate Assessment Program this year.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Not Applicable	Not Applicable					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2a.1. Student inability to link the mathematical concepts to real-world application.	2a.1. Create real-world situations where students need to use the mathematical concepts in conjunction to higher-order thinking skills to solve problems accurately.	2a.1. Classroom Teacher	2a.1. Student work portfolio	2a.1. FCAT 2.0		
<u>Mathematics Goal #2a:</u> Kidz Choice will increase the percent of students achieving above proficiency by 5%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Grade 3-5: 26% (12) Grade 3: 19% (3) Grade 4: 43% (6) Grade 5: 20% (3)	Grade 3-5: 31% (14) Grade 3: 24% (4) Grade 4: 48% (7) Grade 5: 25% (4)					

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		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
<u>Mathematics Goal #2b:</u> Kidz Choice did not have any students that participated in the Florida Alternate Assessment Program this year.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Not Applicable</i>	<i>Not Applicable</i>					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	

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		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.		
<u>Mathematics Goal #3a:</u> <i>Information was not available from the state at the time this plan needed to be turned in.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	

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		3a.3.	3a.3.	3a.3.	3a.3.	3a.3.	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
Mathematics Goal #3b: Kidz Choice did not have any students that participated in the Florida Alternate Assessment Program this year.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Not Applicable</i>	<i>Not Applicable</i>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.		
<u>Mathematics Goal #4a:</u> <i>Information was not available from the state at the time this plan needed to be turned in.</i>	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	

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4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Mathematics Goal #4b: Kidz Choice did not have any students that participated in the Florida Alternate Assessment Program this year.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Not Applicable</i>	<i>Not Applicable</i>					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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Mathematics Goal #5B: <i>Information was not available from the state at the time this plan needed to be turned in.</i>	2012 Current Level of Performance*	2013 Expected Level of Performance*					
	<i>Information was not available from the state at the time this plan needed to be turned in.</i>	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		

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<u>Mathematics Goal #5C:</u> <i>Information was not available from the state at the time this plan needed to be turned in.</i>	<u>2012 Current Level of Performance:</u> 	<u>2013 Expected Level of Performance:</u> 					
	<i>Information was not available from the state at the time this plan needed to be turned in.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: <i>Information was not available from the state at the time this plan needed to be turned in.</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	<i>Information was not available from the state at the time this plan needed to be turned in.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
Mathematics Goal #5E: <i>Information was not available from the state at the time this plan needed to be turned in.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Information was not available from the state at the time this plan needed to be turned in.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

End of Elementary School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional							
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Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction Academic Vocabulary Real World Application	K-5	Math Lead	School wide	After school once a month	Submit Lesson plans for documentation. Mini-Benchmark Assessment Data Student Samples Classroom Observations	Principal Math Lead

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Go Math!	Class Manipulative Kit Reteach Enrichment Book	Instructional Materials	\$2,000.00
Subtotal: \$2,000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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FCAT Explore	State provided internet-based resource to help students with mathematical concepts.	Not Applicable	\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Connecting Math to Real World	Math Lead Teacher	Professional Development	\$200.00
Subtotal: \$200.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0.00			
Total: \$2,200.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1a.1. Students have a disconnection between science concepts and science implementation.	1a.1. Students will be using, exploring, and relating science concepts across the curriculum to help close this gap.	1a.1. Director in correlation to the Classroom Teacher	1a.1. County Provided Mini-Benchmark Assessments, to track the progress of students.	1a.1. Benchmark Assessment Test FCAT 2.0 for Science		
<u>Science Goal #1a:</u> KidzChoice will increase the percent of students achieving proficiency by 5%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Grade 5: 27% (4)	Grade 5: 32% (5)					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	

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1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
Science Goal #1b: Kidz Choice did not have any students participate in the Florida Alternate Assessment for this school year.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2a.1.	2a.1.	2a.1.	2a.1.	2a.1.		
	Students have a disconnection between science concepts and science implementation.	Students will be using, exploring, and relating science concepts across the curriculum to help close this gap.	Director in correlation to the Classroom Teacher	County Provided Mini-Benchmark Assessments, to track the progress of students.	Benchmark Assessment Test FCAT 2.0 for Science		
Science Goal #2a: KidzChoice will increase the percent of students achieving above proficiency by 5%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Grade 5: 27% (4)	Grade 5: 32% (5)					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	

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2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2b.1.	2b.1.	2.1.	2b.1.	2b.1.		
	<u>Science Goal #2b:</u> Kidz Choice did not have any students participate in the Florida Alternate Assessment for this school year.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
		<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	

End of Elementary and Middle School Science Goals

Science Professional Development

Professional						
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Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiation Instruction	Fifth Grade	Science Lead	Fifth Grade	After school	Submit lesson plan for documentation Student Samples Classroom Observations	Principal Science Lead

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Science Fusion	Cross-curriculum connections	Instructional Materials	\$300.00
Subtotal: \$300.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
FCAT Explorer	State provided internet-based program to help students apply science concepts.	Not Applicable	\$0.00

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Subtotal:\$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Connecting Science to all subjects	Science Lead	Professional Development	\$300.00
Subtotal: \$300.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Creation of Science Board Games	Curriculum Coach Science Research Coach	Professional Development	\$300.00
Subtotal: \$300.00			
Total: \$900.00			

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1a.1. Students see writing as a purely academic endeavor, creating a barrier for more descriptive forms of writing.	1a.1. Students will keep a daily journal to reflect upon different elements of their day both inside and outside of school. Writing workshops	1a.1. Classroom Teacher	1a.1. Monthly Writing Prompts Writing Workshop Reflection Form	1a.1. Writing FCAT		
<u>Writing Goal #1a:</u> KidzChoice will increase the percent of students achieving proficiency or above by 2%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Grade 4: 93% (13)	Grade 4: 95% (14)					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	

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1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
<u>Writing Goal #1b:</u> Kidz Choice did not have any students that participated in the Florida Alternate Assessment Program this year.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Not Applicable</i>	<i>Not Applicable</i>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or							
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PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Across the Curriculum	3 – 5	Writing Coach	All instructional staff for third through fifth grade	Teacher Planning Days	Submit lesson plan for documentation Student Writing Samples Classroom Observations	Principal Writing Coach

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
CRISS Strategies	Graphic Organizer Round Robin Workshop Format Student Evaluation with Rubrics Student-Teacher Conferencing	General Student Funds	\$100.00
Subtotal: \$100.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:\$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Writing Across the Curriculum	Writing Coach	Professional Development	\$200.00
Writing Workshops	Writing Coach	Professional Development	\$200.00
Making writing a part of everyday life, not just academic requirement.	Writing Coach	Professional Development	\$200.00

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Subtotal: \$600.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:\$0.00			
Total:\$700.00			

End of Writing Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Parents continue to arrive late and continue old attendance habits.	1.1. Workshops, meetings, one-on-one with these families to discuss an attendance contract.	1.1. Principal	1.1. Previous year attendance will be collected and compared to new attendance record each term.	1.1. Official school attendance school records.		
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
Kidz Choice will improve student attendance by 15%, as well as improving student tardiness by 50%.							
	5.35% (6)	15% (1)					

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	<u>2012 Current</u> <u>Number of Students</u> <u>with Excessive</u> <u>Absences</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of Students</u> <u>with Excessive</u> <u>Absences</u> <u>(10 or more)</u>					
	<i>Kidz Choice did not have any students that fall under this category.</i>	<i>Not Applicable</i>					
	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive Tardies</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive Tardies</u> <u>(10 or more)</u>					
	<i>1.78% (2)</i>	<i>0.99% (1)</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:\$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:\$0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0.00			
Total:\$0.00			

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End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1.	1.1.	1.1.	1.1.	1.1.		
	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable		
Suspension Goal #1: Kidz Choice did not have any students that were suspended during the 2011-2012 school year.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	0	0					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	0	0					
		1.2.					
	<i>Enter numerical data for current number of students suspended out-of-school</i>	1.3.					

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		1.2.					
	Enter numerical data for current number of students suspended out-of-school	1.3.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0.00			
Total: \$0.00			

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						

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Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1.	1.1.	1.1.	1.1.	1.1.		
Enter narrative for the goal in this box.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	Enter numerical data for dropout rate in this box.	Enter numerical data for expected dropout rate in this box.					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	Enter numerical data for graduation rate in this box.	Enter numerical data for expected graduation rate in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with						

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Strategies through Professional Learning Community (PLC) or PD Activity <div>Please note that each Strategy does not require a professional development or PLC activity.</div>							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	1.1. Parents have problems finding care for their children during meeting times.	1.1. We will provide child care at the school while parents participate.	1.1. Principal	1.1. Accessing parent sign in/out sheets and comparing to years.	1.1. Data collected from sign in sheets.		
Kidz Choice will increase parent involvement by 7%.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
	28% (25)	32% (36)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Literacy Nights	K-5	Teacher	School wide	Early Release, once per quarter as designated by district calendar	Preplanning literacy nights conducted by teachers. Teachers will facilitate information and training every quarter.	Classroom teachers

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Parents will receive printed material that will include literacy strategies designed to improve student achievement.	Printed Materials to develop booklet	General Funds	\$600.00
Subtotal: \$600.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:\$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0.00			
Other			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0.00			
Total: \$600.00			

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development						
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<div><div>(PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</div><div>Please note that each Strategy does not require a professional development or PLC activity.</div></div>							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

CTE Budget (Insert rows as needed)

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Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CTE Goal(s)

Additional Goal(s)

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

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Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1. Faculty resistance to change and lack of team effort.	1.1. Outside consultant will be hired to implement learning community and team work.	1.1. Educational Consultant Business Performance Best Practices, Inc.	1.1. Collaboration of staff will help develop critical thinking and therefore, will improve academic achievement school wide.	1.1. Professional Development Journal FCAT		
<u>Additional Goal #1:</u> Develop learning community among teachers to initiate and implement collaborate strategies to improve critical thinking.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	0%.	50% (4).					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Creating a PLC	K-5	Educational Consultant	School wide	Planning Days in accordance to District Calendar	Documented Meetings between coaches and instructional staff.	Educational Consultant Principal

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Creating a PLC	Coach Meeting Forms PLC Events and materials	Professional Development	\$500.00
Subtotal: \$500.00			
Total: \$500.00			

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$1,700.00
Mathematics Budget	Total: \$2,200.00
Science Budget	Total: \$300.00
Writing Budget	Total: \$700.00
Attendance Budget	Total: \$0.00
Suspension Budget	

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		Total: \$0.00
Dropout Prevention Budget		
		Total: \$0.00
Parent Involvement Budget		
		Total: \$600.00
Additional Goals		
		Total: \$500.00
		Grand Total: \$6,000.00

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2. when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

- *Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page*

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

☐ Yes ☐ No

If No, describe the measures being taken to comply with SAC requirements.

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Describe the activities of the SAC for the upcoming school year.
SAC members will meet to discuss the School Improvement Plan and other various components to improve the learning environment and outcomes of Kidz Choice Charter School.

Describe the projected use of SAC funds.	Amount