

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

## 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
<b>1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1a.1.	1a.1.	1a.1.	1a.1.	1a.1.
Writing Goal 75% of students will maintain a level 4 or higher	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50% based on records from within LASR	75%					
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
<b>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Writing Goal #1b:  NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

## 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 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
Why Try	6-12	Principal/all staff	School wide	Pre-planning/Nov 7/daily meetings	Daily teacher staff meetings	principal

## 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
Why Try	Incorporating specific topic writing into curriculum	School based	1,000
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Compass	Computer	School based	
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Why try	See above		
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

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## End of Writing Goals

### Civics End-of-Course (EOC) Goals

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

Civics EOC 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
<b>1. Students scoring at Achievement Level 3 in Civics.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Civics Goal #1:</b> This test has not been given at LASR	<b>2012 Current Level of Performance:*</b>  Enter numerical data for current level of performance in this box.	<b>2013 Expected Level of Performance:*</b>  Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Civics Goal NA</b>	<b>2012 Current Level of Performance:*</b>  Enter numerical data for current level of performance in this box.	<b>2013 Expected Level of Performance:*</b>  Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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## Civics 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 (c.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (c.g., Early Release) and Schedules (c.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

## Civics 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
			<b>Subtotal:</b>

Technology

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

Professional Development

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

Other

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

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## End of Civics Goals

## U.S. History End-of-Course (EOC) Goals

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

U.S. History EOC 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
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>U.S. History Goal #1:</b>  <i>NA- this test has not yet been given at LASR</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>U.S. History Goal #2:</b>  <i>No data</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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## U.S. History 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

## U.S. History 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

End of U.S. History Goals

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### 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
1. Attendance * LASR was not a part of the smart system until after the 11/12 school year; we do not have # to match %. The # and %'s shown are based on records kept within LASR			1.1. Most students enter with a 10 day suspension which has resulted in 10 days absent from school before they are even enrolled with us. This accompanied by the district's policy allowing students to return during the school year and our transient population present several barriers for a sound attendance policy	1.1. Working closely with truancy court, attendance meetings after 5 unexcused absences, auto call outs	1.1. Daily attendance reports	1.1. daily attendance reports
Attendance Goal #1: 80% daily attendance	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
	75%	80%				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	10	0				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	10	5				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

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

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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
Classroom Management/RTI	6-12	Principal/all staff	Daily meetings	daily		
Progress monitoring	6-12	Office manager/all staff	Daily Monitoring	Daily		

### 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
WHY TRY	Curriculum	School based	2,000
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:2,000.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
WHY TRY ( july 30/31)	Facilitator	School based	1,500
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:3,500.00</b>

*End of Attendance Goals*

April 2012

Rule 6A-1.099811

Revised April 29, 2011



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## 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	Evaluation Tool
<b>1. Suspension- # and % based on records kept within LASR; we were not on the SMART system fully in the 11/12 school year</b>			1.1.	1.1.	1.1.	1.1.
<b>Suspension Goal #1:</b>  <i>Continue to decrease the use of profanity; dress code violation; and referrals due to disrespect towards teachers and staff.</i>	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
	456 Referrals resulting in work derail	Reduce the number of referrals by 25%(456 to 342)				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
	Enter numerical data for current number of students suspended in-school	Enter numerical data for expected number of students suspended in-school				
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	144 suspensions resulting in missed days of school.	Reduce the number of suspensions by 25%(144 to 108)				
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
	Enter numerical data for current number of students suspended out-of-school	Enter numerical data for expected number of students suspended out-of-school				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

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## 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
Smart2	6-12	Facilitator	8/2012 continuing	Increased accuracy of records; behavior and attitude improvement	Daily checks on referrals	Dean/principal/teachers
Why Try	6-12	Teacher/Staff	Year long	Modified behaviors	Progress monitoring	Dean/principals/staff

## 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
Why Try	Career and character building curriculum	School based	2,000
School uniform shirts	Prevent dress code violators	School based	5,000
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

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Total:

## 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			
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	Evaluation Tool
<b>1. Dropout Prevention</b> <b>Dropout Prevention Goal #1:</b> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>			1.1. Individual student environmental factors; poor attendance; gaps in learning from transiency etc.	1.1. attendance incentives; accurate monitoring between home schools and T-ASR	1.1. principal, staff, office manager	1.1. attendance monitoring; test results; 5 of students returning to their home school
Not Applicable	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.
			1.3.	1.3.	1.3.	1.3.

## Dropout Prevention 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
Classroom Management	6-12	Principal	All staff	Daily	School wide discipline, attendance, and credit monitoring	Principal/all staff

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Meetings						

## 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
Credit Matrix	Folders and data on each entering and current student. Emphasis on upper grades and credit monitoring	School based	1,000
			<b>Subtotal:</b>

Technology

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

Professional Development

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

Other

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

End of Dropout Prevention Goal(s)

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1

## 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	Evaluation Tool
<b>1. Parent Involvement</b> <b>Parent Involvement Goal #1:</b> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			1.1. Parents often times hard to get in touch with. Already a strained relationship with the school district/ carries over to LASR.	1.1. Attendance Meetings; after 5 unexcused absences parents are required to attend this meeting with principal and sign a contract for better attendance. 1.2. Frequent positive behavior phone calls home	1.1. principal/teacher	1.1. progress monitoring
No data available	2012 Current level of Parent Involvement.*	2013 Expected level of Parent Involvement.*				
	Enter numerical data for current level of parent involvement in this box.	Enter numerical data for expected level of parent involvement in this box.				
			1.2.	1.2.	1.2.principal	1.2.
			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.						
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	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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				meetings)		
Parental Involvement	6-12	Principal/office manager	All staff/parents/ SAC committee/LASR board of directors	Prior to and continuing through the year	LASR board input, initial parent staff meetings prior to the student entering the school; volunteer opportunities	Principal/all staff
RTI	6-12	Principal/parent/guardian/student	Principal	Prior to enrollement for new students/returning students w/I the first 9 weeks	Credit matrix for upper grades/progress monitoring for 6-weeks	Principal/all staff

### 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

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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				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
STEM Goal #1:  No data available	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 (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	Strategy for Follow-up/Monitoring
					Person or Position Responsible for Monitoring

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Rule 6A-1.099811  
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				meetings)		

## 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>



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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				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
CTE Goal #1:  No Data Available	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	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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				meetings)		

## CTE 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
			<b>Subtotal:</b>

Technology

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

Professional Development

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

Other

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

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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)).

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
1. Additional Goal			1.1.	1.1.	1.1.	1.1.
Additional Goal #1:  Enter narrative for the goal in this box.	2012 Current Level :*	2013 Expected Level :*				
	Enter numerical data for current goal in this box.	Enter numerical data for expected goal in this box.				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

## 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	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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				meetings)		

## 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
			<b>Subtotal:</b>

Technology

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

Professional Development

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

Other

Strategy	Description of Resources	Funding Source	Amount

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	Subtotal:
	Total:

End of Additional Goal(s)

## Final Budget (Insert rows as needed)

Please provide the total budget from each section.

Reading Budget 5,000	5000
Mathematics Budget 5,000	Total:
Science Budget 5,000	Total:
Writing Budget 5,000	Total:
Attendance Budget 3,500	Total:
Suspension Budget 2,000	Total:
Dropout Prevention Budget 2,000	Total:
Parent Involvement Budget 2,000	Total:
Additional Goals	Total:
	Grand Total: 28,000

## 2012-2013 School Improvement Plan (SIP)-Form SIP-1

### 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 checked="" 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.

Describe the activities of the SAC for the upcoming school year.

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Meet and monitor campus activities with the Board; help to develop strategies for parental involvement and school growth.

Describe the projected use of SAC funds.	Amount

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