

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2011-2012

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

PART I: SCHOOL INFORMATION

| | |
|---|---|
| School Name: Cornerstone Charter Academy (0133/0146) | District Name: Orange (48) |
| Principal: Ron Large, Ph.D. | Superintendent: Ron Blocker |
| SAC Chair: Doraine Melton | Date of School Board Approval: October 26, 2011 |

Student Achievement Data:

Data contained in this document was obtained at the following links:

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.)

Adequate Yearly Progress (AYP) Trend Data (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

Florida Comprehensive Assessment Test (FCAT) Trend Data (Use this data to inform the problem-solving process when writing goals.)

Highly Qualified Administrators

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

| Position | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year) |
|---------------------|-------------------|--|---|---|---|
| Principal | Ronald Large, EdD | Bachelor's in Elementary Education, Master's Educational Leadership and Doctorate in Educational Leadership | 1 year | 8 years | As Vice Principal of Cornerstone and the Director of K-5 his FCAT Scores for 2010-2011 were: 82% meeting high standards in reading, 79% in math, 81% in writing, 60% in science. Learning gains were 70% in reading and 51% in math with the lowest 25% making learning gains of 66% in reading and 49% in math. |
| Assistant Principal | Maaiké Burr, MS | Bachelor's in Physical Therapy, Masters in Educational Administration, and a Secondary Education Certification | New Hire | 0 years | Taught all levels of chemistry, from Chemistry I to International Baccalaureate and Advanced Placement Chemistry. Six of the last ten years were spent in New York State at Canandaigua Academy and Ballston Spa High School, where she also served as student dean. Most recent teaching position was at The American School of The Hague in Wassenaar, Netherlands. |

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Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

| Subject Area | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year) |
|--------------|----------------|---|-----------------------------------|---|---|
| K-5 | Paula Downey | Bachelor's in Elementary Education and Master's in Science | 1 year | 2 years | 81% Learning gains in Math last year. |
| 6-12 | Michelle Casey | Bachelor's in Biology, Master's in Curriculum and Instruction, and National Board Certified | 1 year | 0 years | 80% Learning gains in Math last year. |

Highly Qualified Teachers

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

| Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|--------------------|---------------------------|---|
| Hire only teachers with State certifications in subject areas being taught. | Principal | August 2011 | |
| New teachers are expected to complete the OCPS Introduction Programs as well as our own relevant Teacher Induction Program. | Principal | September 2011 | |
| Implement a cooperative teaching and mentor program. | Principal | August 2011 | |
| Support attending workshops, roundtables, and other training sessions. | Principal | Ongoing to June 2012 | |
| Encourage teachers to pursue National Board Certification. | Principal | Ongoing to June 2012 | |
| Support qualified individuals in the Florida State Approved Competency Based Alternative Certification Program. | Principal | Ongoing to June 2012 | |

Non-Highly Qualified Instructors

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

| Name | Certification | Teaching Assignment | Professional Development/Support to Become Highly Qualified |
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|------|---------------|---------------------|---|

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| NONE | | | Cornerstone Charter Academy makes every effort to recruit and retain highly qualified teachers in all academic areas of expertise. |
|------|--|--|--|

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 Qualified Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed Teachers |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 79 for K-8 May 2011 | 34% of K-8 (12) | 46% of K-8 (16) | 17% of K-8 (6) | 3% of K-8 (1) | 17% of K-8 (6) | 100% of K-8 (35) | 3% of K-8 (1) | 0% of K-8 (0) | 6% of K-8 (2) |
| 89 for K-8 August 2011 | 9% of K-8 (3) | 65% of K-8 (22) | 20% of K-8 (7) | 6% of K-8 (2) | 29% of K-8 (10) | 100% of K-8 (34) | 9% of K-8 (3) | 0% of K-8 (0) | 24% of K-8 (8) |
| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Qualified Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed Teachers |
| 35 for 9-12 May 2011 | 7% of 9-12 (1) | 40% of 9-12 (6) | 33% of 9-12 (5) | 20% of 9-12 (5) | 47% of 9-12 (7) | 100% of 9-12 (15) | 7% of 9-12 (1) | 7% of 9-12 (1) | 7% of 9-12 (1) |
| 52 for 9-12 August 2011 | 5% of 9-12 (1) | 56% of 9-12 (10) | 28% of 9-12 (5) | 11% of 9-12 (2) | 39% of 9-12 (7) | 100% of 9-12 (18) | 6% of 9-12 (1) | 6% of 9-12 (6) | 11% of 9-12 (2) |

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 |
|--|--|--|------------------------------|
| Paula Downey | Team Leaders K-5 | Ms. Downey was made Lead Teacher for the K-5 in order to provide continuity and consistency in the education provided. | Weekly planning sessions. |
| One Identified Team Leader Per Grade Level K-5 | Grade level teachers with less experience. | Team Leaders are teachers with the most experience and highest credentials within each grade level. Team Leaders have been assigned to mentor any grade level teachers with less experience and to lead lesson | Weekly planning sessions. |

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| | | planning in order to provide continuity and consistency in the education provided. | |
| Michelle Casey | Department Chairs in designated curriculum for grades 6-12 | Ms. Casey was made Lead Teacher for the 6-12 in order to provide continuity and consistency in the education provided. | Weekly planning sessions. |
| Department Chairs in designated curriculum for grades 6-12 | 6-12 Teachers with less experience | Department Chairs are teachers with the most experience and highest credentials within a designated curriculum. They have been assigned to mentor any subject specific teacher with less experience and to lead lesson planning in order to provide continuity and consistency in the education provided. | Weekly planning sessions. |
| Maaiké Burr | Science program for grades 6-12 | Ms. Burr has taught all levels of chemistry including Advance Placement Chemistry and has been brought on to provide continuity and consistency in the scientific curriculum. | Meetings as necessary. |

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 refers to the federal law that provides funding for low-income students. A school is eligible for Title I status when a least 35%(targeted assistance) or 40% (school wide) of its students qualify for free or reduced-price lunch based on their families' income levels. *We are not a Title I school.*

Response to Instruction/Intervention (RtI)

| School-Based RtI Team |
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| Principal and Assistant Principals (Administrators): Provides a common vision for the use of data-driven decision-making. Communicates with parents and staff about the early intervention programs. Ensures implementation of RtI model. |
| Reading Coach and General Education Teachers (Reading and Math): Participate in student data collection; provides information and data about core instruction; and maintains communication with staff for input and feedback. Develop intervention strategies for failing students. |
| Exceptional Student Education Teacher (ESE): Participate in student data collection; provides information and data about core instruction; maintains communication with general education teacher; and collaborates with teachers, counselors, and resource psychologist. |
| Counselors: Monitor student achievement; set-up parent-teacher conferences; develop academic contracts; and communicate with all stake-holders. |

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| RtI Implementation |
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| <p>The Leadership Team will meet weekly with the focus of its meetings around questions pertaining to the implementation of instruction and intervention strategies. The team will engage the following activities:</p> <ul style="list-style-type: none"> Monitor progress of Level 1 and 2 students in Intensive Reading and Math classes. Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes. Develop and monitor FCAT tutoring offered to all Level 1, Level 2, ELL, and SWD students. Review progress of all students using FCAT Explorer as a supplement to the instruction. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading, Mathematics and Science. Ensure that the FCAT reading benchmarks will be taught across the curriculum by all teachers throughout the school year. Ensure that the Grade A Strategies Benchmark calendar is evident within the teachers lesson plans. |
| <p>The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, and concept mapping are evident within the teachers lesson plans as well as throughout the professional development calendar.</p> <p>Based on all of the information gathered the Leadership Team will determine the professional development and resources needed to optimize instruction and intervention.</p> |
| <p>The Leadership Team , in the development and implementation of the school improvement plan (SIP), will provide support and intervention to students based on data. It will also monitor the fidelity of instructional delivery and intervention</p> |
| <p>Data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior may include:</p> <p>Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), School-wide Diagnostic Assessment Florida Assessments for Instruction in Reading (FAIR)Progress</p> <p>Monitoring: Progress Monitoring and Reporting Network (PMRN), Mini-assessments Mid year: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment of Reading (DAR)End of Year: Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR)Frequency of Data Days: Once a quarter for data analysis.</p> |
| <p>Professional development will be provided during first week of school. Small sessions are planned throughout the year. Professional development sessions such as "What is RtI?" and "How can we meet the challenges of implementing data-driven instruction?" will be infused into the professional development calendar. Teachers will be encouraged to take the RTI online course through the Florida Department of Education.</p> |

Literacy Leadership Team (LLT)

| School-Based Literacy Leadership Team |
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| <p>The School Literacy Leadership Team will include the Principal, Assistant Principal, School Testing Coordinator, Media Specialist, Lead Teachers, Department Chairs, and Spanish Teacher(s).</p> |
| <p>The School Literacy Leadership Team will meet monthly and will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies. They will engage in the following activities:</p> <ul style="list-style-type: none"> Monitor progress of Level 1 and 2 students in Intensive Reading classes. Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes. Develop and monitor the FCAT morning tutoring that will be offered to all Level 1, Level 2, ELL, and SWD students. Review progress of all students using Reading Plus, FCAT Explorer and Florida Focus, as a supplement to the instruction. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading. Ensure that the FCAT reading benchmarks will be taught across the curriculum by all teachers throughout the school year. Ensure that the Grade A Strategies Benchmark calendar is evident within the teachers lesson plans. |

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The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, differentiated instruction and concept mapping are evident within the teachers lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the Literacy Leadership team will determine the professional development and resources needed to optimize instruction and intervention. The Literacy Leadership will focus on the revised goals for writing in across the curriculum.

The School Literacy Leadership Team's major initiatives this school year will be to increase literacy across all curriculums. Increase understanding of differentiated instruction and continue to apply best practices. Teachers will lace students in intensive reading classes or intervention programs based on data. Supplemental instruction may be provided with students during school and after school hours. Increase understanding of differentiated instruction and continue to apply best practices. Teachers will implement internal assessments to identify student's strengths and areas of growth in order to tailor instruction. The Literacy Leadership will focus on the revised goals for writing in across the curriculum.

NCLB Public School Choice

- **Notification of School in Need of Improvement (SINI) Status**
Does not apply
- **Public School Choice with Transportation (CWT) Notification**
Does not apply
- **Supplemental Educational Services (SES) Notification**
Does not apply

****Elementary Title I Schools Only: Pre-School Transition***

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

We are not a Title I school.

****Grades 6-12 Only*** Sec. 1003.413(b) F.S

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

Every teacher ties the teaching of reading to their Professional Development Plans as a first or second priority. Improvements in reading are directly accountable to each teacher through evaluation of each students FCAT scores and their improvement monitored by their Developmental Scale Score (DSS).

****High Schools Only***

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

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

Use of teacher teaming allows for extensive use of innovative instructional approaches. Integrated Thematic Units, integrated curriculum, team lesson planning, cooperative learning, and technology integration are just a few examples of the quality instruction used.

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

We provide courses to our students based upon their interests and instructor proficiency. The master schedule also takes into account the need for small learning community scheduling for our Middle and High School students, and Exceptional Education students, common planning for specific faculty groups and physical logistics.

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Postsecondary Transition

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

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

Our graduation rate is well above the district, state, and national average. The administration and counselor works closely with all the students throughout the year to ensure students are on track to graduating and pursuing a postsecondary education. The students are encouraged to take Honors, Advance Placement and Dual Enrollment Courses to help prepare them in their postsecondary plans. We provide information that includes but is not limited to yearly subject selection, high school graduation requirements, recovery courses, becoming eligible for Bright Futures, applying to postsecondary institutes and financial aid. We encourage participation in National Assessments such as the PSAT, SAT and ACT . CCA wants to see all its students graduating.

We support available

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 |
| 1. Students achieving proficiency (FCAT Level 3) in reading | | | 1.1. Students who scored at Level I and Level II on the FCAT Reading Section with special attention given to the low performing grades of 8, 9 and 10 now students in 9th, 10th and 11th grades. | 1.1. Provide a intensive reading class. | 1.1. The School Literacy Leadership Team | 1.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year. | 1.1. The Florida Center for Reading Research: FAIR (Florida Assessment and Instruction in Reading) Benchmark Testing FCAT, DIBELS, FLKRS |
| Reading Goal #1: | | | | | | | |
| The goal is to achieve the maximum percentage of students scoring 3 or above in reading. | <u>2011 Current Level of Performance:*</u> | <u>2012 Expected Level of Performance:*</u> | | | | | |
| | 82% of 230 students in grades 3-5 | 85% of grades 3-5 | | | | | |
| | 72% of 226 students in grades 6-8 | 75% of grades 6-8 | | | | | |
| 46% of 110 students tested in grades 9-10 | 65% of grades 9-10 | 1.2. Students who perform poorly on standardized tests and students taking the FCAT for the first time. | 1.2. Provide students with test taking strategies and instruction on the format of the FCAT. | 1.2. The School RtI Leadership Team | 1.2. (A) Conduct quarterly practice tests to monitor student progress. (B) Provide a voluntary weekend test strategies' academy for low scorers. | 1.2. The Florida Center for Reading Research. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |

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| | | | Student coming from poor performing schools. | Provide additional tutoring if necessary. | The School RtI Leadership Team | Conduct quarterly assessments to monitor student progress. | The Florida Center for Reading Research. |
| | | | 1.4. Lack of a school wide reading strategy. | 1.4. Implement SMART SEVEN strategies and PIP. | 1.4. The School RtI Leadership Team | 1.4. Conduct quarterly assessments to monitor student progress. | 1.4. The Florida Center for Reading Research. |
| 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 |
| 2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading <u>Reading Goal #2:</u> | | | 2.1. Students who scored at Level III on the FCAT Reading Section. | 2.1. Provide students with test taking strategies and instruction on the format of the FCAT. | 2.1. The School RtI Leadership Team | 2.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year. | 2.1. The Florida Center for Reading Research: FAIR (Florida Assessment and Instruction in Reading) Benchmark Testing FCAT, DIBELS, FLKRS |
| The goal is to achieve the maximum percentage of students achieving above proficiency in reading. | <u>2011 Current Level of Performance:*</u> | <u>2012 Expected Level of Performance:*</u> | | | | | |
| | 52% of 230 students in grades 3-5 | 55% of grades 3-5 | | | | | |
| | 42% of 226 students in grades 6-8 | 45% of grades 6-8 | 2.2. High achievers are not challenged | 2.2. Provide a well integrated Gifted Student Program. | 2.3. The School RtI Leadership Team | 2.2. Conduct quarterly assessments to monitor student progress. | 2.2. The Florida Center for Reading Research. |
| | 13% of 110 students tested in grades 9-10 | 35% of grades 9-10 | 2.3. High achievers are not engaged. | 2.3. Provide fun and proven programs such as the AR program, vocabulary LINCing, thinking maps. | 2.3. The School RtI Leadership Team | 2.3. Conduct quarterly assessments to monitor student progress. | 2.3. The Florida Center for Reading Research. |
| 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 |
| 3. Percentage of students making Learning Gains in reading <u>Reading Goal #3:</u> | | | 3.1. Students who scored at Level I and Level II on | 3.1. Provide a intensive reading class. | 3.1. The School RtI Leadership Team | 3.1. (A) Review and compare student FCAT | 3.1. The Florida Center for Reading |

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| <p>The goal is to achieve the maximum percentage of students making learning gains in reading.</p> | <p>2011 Current Level of Performance:*</p> | <p>2012 Expected Level of Performance:*</p> | <p>the FCAT Reading Section with special attention given to the low performing grades of 8, 9 and 10 now students in 9th, 10th and 11th grades.</p> | | | <p>assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year.</p> | <p>Research: FAIR (Florida Assessment and Instruction in Reading) Benchmark Testing FCAT, DIBELS, FLKRS</p> |
| | <p>70% of 456 students in grades 3-8</p> | <p>75% of grades 3-8</p> | | | | | |
| | <p>47% of 110 students tested in grades 9-10</p> | <p>50% of grades 9-10</p> | <p>3.2. Students who perform poorly on standardized tests and Students taking the FCAT for the first time.</p> | <p>3.2. Provide students with test taking strategies and instruction on the format of the FCAT.</p> | <p>3.2. The School RtI Leadership Team</p> | <p>3.2. (A) Conduct quarterly practice assessments to monitor student progress. (B) Provide a voluntary weekend test strategies' academy for low scorers.</p> | <p>3.2. The Florida Center for Reading Research.</p> |
| | | | <p>3.3. Poor student attitudes towards reading.</p> | <p>3.3. Provide fun and proven programs such as the AR program, vocabulary LINCing, thinking maps.</p> | <p>3.3. The School RtI Leadership Team</p> | <p>3.3. Conduct quarterly assessments to monitor student progress.</p> | <p>3.3. The Florida Center for Reading Research.</p> |
| <p>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:</p> | | | <p>Anticipated Barrier</p> | <p>Strategy</p> | <p>Person or Position Responsible for Monitoring</p> | <p>Process Used to Determine Effectiveness of Strategy</p> | <p>Evaluation Tool</p> |
| <p>4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:</p> | | | <p>4.1. Students who scored at Level I and Level II on the FCAT Reading Section with special attention given to the low performing grades of 8, 9 and 10 now students in 9th, 10th and 11th grades.</p> | <p>4.1. Provide a intensive reading class.</p> | <p>4.1. The School RtI Leadership Team</p> | <p>4.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year.</p> | <p>4.1. The Florida Center for Reading Research: FAIR (Florida Assessment and Instruction in Reading) Benchmark Testing FCAT, DIBELS, FLKRS</p> |
| <p>The goal is to achieve the maximum percentage of students in the lowest 25% making learning gains in reading.</p> | <p>2011 Current Level of Performance:*</p> | <p>2012 Expected Level of Performance:*</p> | | | | | |
| | <p>66% of 456 students in grades 3-8</p> | <p>70% of grades 3-8</p> | | | | | |
| | <p>44% of 110 students tested in grades 9-10</p> | <p>50% of grades 9-10</p> | <p>4.2. Students who perform poorly on standardized tests and Students taking the FCAT for the first time.</p> | <p>4.2. Provide students with test taking strategies and instruction on the format of the FCAT.</p> | <p>4.2. The School RtI Leadership Team</p> | <p>4.2. (A) Conduct quarterly practice assessments to monitor student progress. (B) Provide a voluntary weekend test strategies'</p> | <p>4.2. The Florida Center for Reading Research.</p> |

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| | | | | | | academy for low scorers. | |
| | | | 4.3. Poor student attitudes towards reading. | 4.3. Provide fun and proven programs such as the AR program, vocabulary LINCing, thinking maps. | 4.3. The School RtI Leadership Team | 4.3. Conduct quarterly assessments to monitor student progress. | 4.3. The Florida Center for Reading Research. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s): | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A: | Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian) | | 5A.1. Students who scored at Level I and Level II on the FCAT Reading Section who belong to the identified Hispanic subgroup. | 5A.1. Teachers continue professional development training in cultural awareness. | 5A.1. The School RtI Leadership Team | 5A.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year. | 5A.1. The Florida Center for Reading Research: FAIR (Florida Assessment and Instruction in Reading) Benchmark Testing FCAT, DIBELS, FLKRS |
| The goal is to achieve the maximum percentage of Hispanic students making a 3 or better in reading. | <u>2011 Current Level of Performance:*</u> | <u>2012 Expected Level of Performance:*</u> | | | | | |
| | 80% of the 339 K-8 White students scored a 3 or better compared to 75% of the Hispanic students | 85% of the K-8 White students and Hispanic score a 3 or better | | | | | |
| | 40% of the 73 9-10 White students scored a 3 or better compared to 50% of the 26 Hispanic students | 70% of the 9-10 White and Hispanic students score a 3 or better | | | | | |
| | | | NOTE: There were less than 10 tested per grade level who belong to identified subgroups. In grades K-8 there were Black (16), Asian (14), American Indian(0), or any other Multi-Racial (17) In grades 9-10 there were: Black (4), Asian (3), American Indian(0), or any other Multi-Racial (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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| 5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B: | Reading Goal #5B: English Language Learners (ELL) | | 5B.1. Students who scored at Level I and Level II on the FCAT Reading Section who belong to the identified subgroup: | 5B.1. Teachers continue professional development training in English as a second language for use with ELL students. | 5B.1. The School RtI Leadership Team | 5B.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year. | 5B.1. The Florida Center for Reading Research: FAIR (Florida Assessment and Instruction in Reading) Benchmark Testing FCAT, DIBELS, FLKRS |
| The goal is to achieve the maximum percentage of ELL students making a 3 or better in reading. | <u>2011 Current Level of Performance:*</u> | <u>2012 Expected Level of Performance:*</u> | ELL. | | | | |
| | <i>There were less than 10 tested per grade level and no comparisons were made.</i> | 85% of grades 3-5 | 5B.2. | 5B.2. | 5B.2. | 5B.2. | 5B.2. |
| | | 75% of grades 6-8 | NOTE: There were 18 identified ELL students in grades K-8 who sat for the FCAT. There were 5 identified ELL students in grades 9-10 who sat for the FCAT. | | | | |
| 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. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C: | Reading Goal #5C: Students with Disabilities (SWD) | | 5C.1. Students who scored at Level I and Level II on the FCAT Reading Section who have disabilities. | 5C.1. Teachers continue professional development training in awareness and providing the best possible instruction to SWD students. | 5C.1. The School RtI Leadership Team | 5C.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year. | 5C.1. The Florida Center for Reading Research: FAIR (Florida Assessment and Instruction in Reading) Benchmark Testing FCAT, DIBELS, FLKRS |
| The goal is to achieve the maximum percentage of students with disabilities making a 3 or better in reading. | <u>2011 Current Level of Performance:*</u> | <u>2012 Expected Level of Performance:*</u> | 5C.2. | 5C.2. | 5C.2. | 5C.2. | 5C.2. |
| | <i>There were less than 10 tested per grade level and no comparisons were made.</i> | 85% of grades 3-5 | NOTE: There were 27 identified SWD students in grades K-8 who sat for the FCAT. There were 14 identified SWD students in grades 9-10 who sat for the FCAT. | | | | |
| | | 75% of grades 6-8 | 65% of grades 9-10 | | | | |

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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 subgroup: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
|---|---|--------------------------------------|---|---|--|---|--|
| 5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D: The goal is to achieve the maximum percentage of Economically Disadvantaged students making Adequate Yearly Progress in reading. | Reading Goal #5D: Economically Disadvantaged | | 5D.1. Students who scored at Level I and Level II on the FCAT Reading Section who are Economically Disadvantaged. | 5D.1. Teachers continue professional development training in awareness and providing the best possible instruction to all students regardless of economical situations. | 5D.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year. | 5D.1. The Florida Center for Reading Research: FAIR (Florida Assessment and Instruction in Reading) Benchmark Testing FCAT, DIBELS, FLKRS | |
| | 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* | | | | | |
| | <i>There were less than 10 tested per grade level and no comparisons were made.</i> | | 85% of grades 3-5 | 5D.2. Students who are Economically Disadvantaged lack the nutrition to concentrate on scholastics. | 5D.2. Provide healthy free or reduced lunches to students who are Economically Disadvantaged. | 5D.2. Conduct quarterly assessments to monitor student progress. | 5D.2. The Florida Center for Reading Research. |
| | | | 75% of grades 6-8 65% of grades 9-10 | 5D.3. | 5D.3. | 5D.3. | 5D.3. |
| NOTE: Approximately 6% (28) of grades 3-8 qualify for free or reduced lunches. Approximately 13% (14) students in grades 9-12 qualify for free or reduced lunches. | | | | | | | |

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 |
|---|---------------------|----------------------------------|---|--|-----------------------------------|---|
| Teacher Orientation to focus on reaching or exceeding FCAT goals. | K-12 | RtI Leadership Team | School wide professional development on subjects such as lesson plan format and common board configuration. | August 8-19, 2011 | Marzano Teacher Evaluation | Principal |
| PD to focus on reaching or exceeding FCAT goals. | K-12 | RtI Leadership Team | School wide professional development on subjects such as response to intervention and | First Wednesday staff meeting of every month. Ongoing until June 2012. | Marzano Teacher Evaluation | Principal |

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

| | | | | | | |
|---|------|-----------|---|--------------------------|----------------------------|-----------|
| | | | differentiated instruction. | | | |
| Utilize all District Training and Academia Training available that focuses on reaching or exceeding FCAT goals. | K-12 | Principal | Lead Teachers and Department Heads are encouraged to gather as much information on winning strategies at Academia and the District. | Ongoing until June 2012. | Marzano Teacher Evaluation | Principal |
| Visit high scoring schools with similar demographics that are reaching or exceeding FCAT goals. | K-12 | Principal | Lead Teachers and Department Head are encouraged to gather as much information on winning strategies at other schools. | Ongoing until June 2012. | Marzano Teacher Evaluation | 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 |
| Adequate Student Workbooks and Teacher Resources | Houghton Mifflin Reading Series | School Budget | \$51,070 (6-12) \$16,143 (K-5) |
| Provide a Intensive Course | Voyager Intervention Program | School Budget | \$6,000 |
| Provide a School Library and Media Center | Reading Level appropriate and AR categorized materials. | PTA Book Fairs and Donations | |
| | | | Subtotal: \$73,213 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Utilize technology in classrooms. | Promethean Boards Computer Lab, provide computers in every classroom and Personal Laptops to upper school students. | Technology Grant 2010-2011 Budget | \$104,000 |
| Utilize technology in the home and classroom. | Accelerated Reader Progress Book | PTSA Budget | \$15,000 |
| | | | Subtotal:\$119, 000 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| School District Training | Orange County | District Budget | |

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

| | | | |
|---------------------------|--------------------------|-----------------|------------------------|
| Training through Academia | Academia | Academia Budget | |
| | | | Subtotal:-0- |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Weekend Academy | FCAT Remediation | School Budget | \$600.00 |
| | | | Subtotal:-0- |
| | | | Total:\$192,813 |

End of Reading Goals

Mathematics Goals

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

| 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 |
| 1. Students achieving proficiency (Level 3) in mathematics | | | 1.1. Students who scored at Level I and Level II on the FCAT Math Section with special attention given to students in the low performing grades of 5 and 6 now in 6th and 7th grades. | 1.1. Provide a intensive math class. | 1.1. The School RtI Leadership Team | 1.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year. | 1.1. Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC |
| Mathematics Goal #1: | | | | | | | |
| The goal is to achieve the maximum percentage of students scoring 3 or above in math. | <u>2011 Current Level of Performance:*</u> | <u>2012 Expected Level of Performance:*</u> | | | | | |
| | 80% of 230 students in grades 3-5 | 85% of grades 3-5 | | | | | |
| | 74% of 228 students in grades 6-8 | 80% of grades 6-8 | | | | | |
| 89% of 110 students tested in grades 9-10 | <i>End-of-Course Exams(EOC) will replace FCAT Math</i> | | 1.2. Students who perform poorly on standardized tests such as the FCAT and EOC and students taking the FCAT for the first time. | 1.2. Provide students with test taking strategies and instruction on the format of the FCAT and EOC. | 1.2. The School RtI Leadership Team | 1.2. (A) Conduct quarterly practice assessments to monitor student progress. (B) Provide a voluntary weekend test strategies' academy for low scorers. | 1.2. Florida Department of Education FCAT Explorer |
| | | | 1.3. Student coming from poor performing | 1.3. Provide additional tutoring if necessary. | 1.3. The School RtI Leadership Team | 1.3. Conduct quarterly assessments to monitor | 1.3. Florida Department of Education FCAT |

**2011-2012 School Improvement Plan (SIP)
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| | | | schools. | | | student progress. | Explorer |
|--|--|--|---|--|---|---|---|
| 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 |
| 2. Students achieving above proficiency (Levels 4 and 5) in mathematics Mathematics Goal #2: | | | 2.1. Students who scored at Level III on the FCAT Math Section | 2.1. Provide students with test taking strategies and instruction on the format of the FCAT. | 2.1. The School RtI Leadership Team | 2.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year. | 2.1. Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC |
| The goal is to achieve the maximum percentage of students achieving above proficiency in math. | <u>2011 Current Level of Performance:*</u> | <u>2012 Expected Level of Performance:*</u> | | | | | |
| | 53% of 230 students in grades 3-5 | 55% of grades 3-5 | | | | | |
| | 26% of 228 students in grades 6-8 | 35% of grades 6-8 | 2.2. High achievers are not challenged. | 2.2. Provide a well integrated Gifted Student Program. | 1.2. The School RtI Leadership Team | 1.2. Conduct quarterly assessments to monitor student progress. | 1.2. Florida Department of Education FCAT Explorer |
| | 35% of 110 students tested in grades 9-10 | <i>End-of-Course Exams(EOC) will replace FCAT Math</i> | 2.3. Poor student attitudes towards math. | 2.3. Provide fun and proven programs such as Carnegie, problem solving strategies and use of manipulative. | 2.3. The School RtI Leadership Team | 2.3. Conduct quarterly assessments to monitor student progress. | 2.3. Florida Department of Education FCAT Explorer |
| 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 |
| 3. Percentage of students making learning gains in mathematics (excluding 9th grade; learning gains will not be available for this grade) Mathematics Goal #3: | | | 3.1. Students who scored at Level I and Level II on the FCAT Math Section with special attention given to students in the low performing grades of 5 and 6 now in 6th and 7th grades. | 3.1. Provide a intensive Math class. | 3.1. The School RtI Leadership Team | 3.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year. | 3.1. Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC |
| The goal is to achieve the maximum percentage of students making learning gains in math. | <u>2011 Current Level of Performance:*</u> | <u>2012Expected Level of Performance:*</u> | | | | | |
| | 51% of 458 students in grades 3-8 | 60% of grades 3-5 | | | | | |
| | | | 3.2. | 3.2. | 3.2. | 3.2. | 3.2. |

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

| | | | | | | | |
|---|--|--|---|--|---|---|--|
| | 74% of 110 students tested in grades 9-10 | <i>End-of-Course Exams(EOC) will replace FCAT Math</i> | Students who perform poorly on standardized tests such as the FCAT and EOC and Students taking the FCAT for the first time. | Provide students with test taking strategies and instruction on the format of the FCAT and EOC. | The School RtI Leadership Team | (A) Conduct quarterly Practice assessments to monitor student progress. (B) Provide a voluntary weekend test strategies' academy for low scorers. | Florida Department of Education FCAT Explorer |
| | | | 3.3. | 3.3. | 3.3. | 3.3. | 3.3. |
| 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 |
| 4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4: | | | 4.1. Students who scored at Level I and Level II on the FCAT Math Section with special attention given to students in the low performing grades of 5 and 6 now in 6th and 7th grades. | 4.1. Provide a intensive Math class. | 4.1. The School RtI Leadership Team | 4.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year. | 4.1. Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC |
| The goal is to achieve the maximum percentage of students scoring 3 or above in math. | <u>2011 Current Level of Performance:*</u> | <u>2012 Expected Level of Performance:*</u> | | | | | |
| | 49% of 458 students in grades 3-8 | 70% of grades 3-8 | | | | | |
| | 74% of 110 students tested in grades 9-10 | <i>End-of-Course Exams(EOC) will replace FCAT Math</i> | 4.2. Students who perform poorly on standardized tests such as the FCAT and EOC and Students taking the FCAT for the first time. | 4.2. Provide students with test taking strategies and instruction on the format of the FCAT and EOC. | 4.2. The School RtI Leadership Team | 4.2. (A) Conduct quarterly Practice assessments to monitor student progress. (B) Provide a voluntary weekend test strategies' academy for low scorers. | 4.2. Florida Department of Education FCAT Explorer |
| | | | 4.3. | 4.3. | 4.3. | 4.3. | 4.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s): | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A: | Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian) | | 5A.1. Students who scored at Level I and Level II on the FCAT Math Section who belong to the | 5A.1. Teachers continue professional development training in cultural awareness. | 5A.1. The School RtI Leadership Team | 5A.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. | 5A.1. Florida Department of Education FCAT Explorer Benchmark Testing |

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

| | | | | | | | |
|--|--|---|---|---|--|---|---|
| <p>The goal is to achieve the maximum percentage of Hispanic students making a 3 or better in math.</p> | <p>2011 Current Level of Performance:*</p> | <p>2012 Expected Level of Performance:*</p> | <p>Hispanic subgroup.</p> | | | <p>(B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year.</p> | <p>Progress Book FCAT EOC</p> |
| | <p>82% of the 340 K-8 White students scored a 3 or better compared to 74% of the Hispanic students</p> | <p>85% of the K-8 White students and Hispanic score a 3 or better</p> | <p>5A.2.</p> | <p>5A.2.</p> | <p>5A.2.</p> | <p>5A.2.</p> | <p>5A.2.</p> |
| | <p>Scores for 26 Hispanic students in grades 9-10 unknown</p> | <p>End-of-Course Exams(EOC) will replace FCAT Math</p> | <p>5A.3.</p> | <p>5A.3.</p> | <p>5A.3.</p> | <p>5A.3.</p> | <p>5A.3.</p> |
| | <p>NOTE: There were less than 10 tested per grade level who belong to identified subgroups. In grades K-8 there were Black (16), Asian (14), American Indian(0), or any other Multi-Racial (17) In grades 9-10 there were: Black (4), Asian (3), American Indian(0), or any other Multi-Racial (3)</p> | | | | | | |
| <p>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:</p> | | | <p>Anticipated Barrier</p> | <p>Strategy</p> | <p>Person or Position Responsible for Monitoring</p> | <p>Process Used to Determine Effectiveness of Strategy</p> | <p>Evaluation Tool</p> |
| <p>5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics <u>Mathematics Goal #5B:</u></p> | <p>Mathematics Goal #5B: English Language Learners (ELL)</p> | | <p>5B.1. Students who scored at Level I and Level II on the FCAT Math Section who belong to the identified subgroup: ELL.</p> | <p>5B.1. Teachers continue professional development training in English as a second language for use with ELL students.</p> | <p>5B.1. The School RtI Leadership Team</p> | <p>5B.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year.</p> | <p>5B.1. Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC</p> |
| <p>The goal is to achieve the maximum percentage of ELL students making a 3 or better in math.</p> | <p>2011 Current Level of Performance:*</p> | <p>2012 Expected Level of Performance:*</p> | | | | | |
| | <p>There were less than 10 tested per grade level and no comparisons were made.</p> | <p>85% of grades 3-5 80% of grades 6-8</p> | <p>5B.2</p> | <p>5B.2.</p> | <p>5B.2.</p> | <p>5B.2.</p> | <p>5B.2.</p> |
| | <p>Note: There were 18 identified ELL students in grades K-8 who sat for the FCAT. There were 5 identified ELL students in grades 9-10 who sat for the FCAT.</p> | | | | | | |

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

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|--|---|--|--|---|---|--|--|
| | | <i>will replace FCAT Math</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 |
| 5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C: The goal is to achieve the maximum percentage of students with disabilities scoring a 3 or better in math. | Mathematics Goal #5C: Students with Disabilities (SWD) | | 5C.1. Students who scored at Level I and Level II on the FCAT Math Section who have disabilities. | 5C.1. Teachers continue professional development training in awareness and providing the best possible instruction to SWD students. | 5C.1. The School RtI Leadership Team | 5C.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year. | 5C.1. Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC |
| | 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* | | | | | |
| | <i>There were less than 10 tested per grade level and no comparisons were made.</i> | 85% of grades 3-5 80% of grades 6-8 <i>End-of-Course Exams(EOC) will replace FCAT Math</i> | 5C.2. | 5C.2. | 5C.2. | 5C.2. | 5C.2. |
| NOTE: There were 27 identified SWD students in grades K-8 who sat for the FCAT. There were 14 identified SWD students in grades 9-10 who sat for the FCAT. | | | | | | | |
| 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. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D: The goal is to achieve the maximum percentage of Economically | Mathematics Goal #5D: Economically Disadvantaged | | 5D.1. Students who scored at Level I and Level II on the FCAT Math Section who are Economically Disadvantaged. | 5B.1. Teachers continue professional development training in awareness and providing the best possible instruction to all students regardless of economical situations. | 5B.1. The School RtI Leadership Team | 2.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year. | 2.1. Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC |
| | 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* | | | | | |
| | <i>There were</i> | 85% of | | | | | |

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

| | | | | | | | |
|---|--|--|--|--|--|---|---|
| Disadvantaged students making Adequate Yearly Progress in math. | <i>less than 10 tested per grade level and no comparisons were made.</i> | grades 3-5 | 5D.2. Students who are Economically Disadvantaged lack the nutrition to concentrate on scholastics. | 5D.2. Provide healthy free or reduced lunches to students who are Economically Disadvantaged. | 5D.2. Cafeteria Manager and School RtI Team | 5D.2. Conduct quarterly assessments to monitor student progress. | 5D.2. Florida Department of Education FCAT Explorer Benchmark Testing Progress Book FCAT EOC |
| | | 80% of grades 6-8 | | | | | |
| | | <i>End-of-Course Exams(EOC) will replace FCAT Math</i> | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.3. |
| <p>NOTE: Approximately 6% (28) of grades 3-8 qualify for free or reduced lunches. Approximately 13% (14) of grades 9-12 qualify for free or reduced lunches.</p> | | | | | | | |

| 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 |
| Teacher Orientation to focus on reaching or exceeding FCAT goals. | K-12 | RtI Leadership Team | School wide professional development on subjects such as lesson plan format and common board configuration. | August 8-19, 2011 | Marzano Teacher Evaluation | Principal |
| PD to focus on reaching or exceeding FCAT goals. | K-12 | RtI Leadership Team | School wide professional development on subjects such as response to intervention and differentiated instruction. | First Wednesday staff meeting of every month. Ongoing until June 2012. | Marzano Teacher Evaluation | Principal |
| Utilize all District Training and Academia Training available that focuses on reaching or exceeding FCAT goals. | K-12 | Principal | Lead Teachers and Department Heads are encouraged to gather as much information on winning strategies at Academia and the District. | Ongoing until June 2012. | Marzano Teacher Evaluation | Principal |
| Visit high scoring schools with similar demographics that are reaching or exceeding FCAT goals. | K-12 | Principal | Lead Teachers and Department Head are encouraged to gather as much information on winning strategies at other schools. | Ongoing until June 2012. | Marzano Teacher Evaluation | Principal |

**2011-2012 School Improvement Plan (SIP)
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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 |
| Adequate Student Workbooks and Teacher Resources | District Math Series | School Budget | \$42,164 |
| Envision Math | | School Budget | \$3,350 |
| | | | Subtotal: \$45,514 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Utilize technology in classrooms. | Promethean Boards Computer Lab, provide computers in every classroom and Personal Laptops to upper school students. | Technology Grant 2010-2011 Budget | Included in Reading Budget |
| Utilize technology in the home. | Progress Book | District Budget | |
| | | | Subtotal:-0- |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| School District Training | Orange County | School Budget | |
| Training through Academia | Academia | Academia Budget | |
| | | | Subtotal:-0- |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Weekend Academy | FCAT Remediation | School Budget | Included in Reading Budget |
| | | | Subtotal:-0- |
| | | | Total: \$45,514 |

End of Mathematics Goals

Science Goals

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

| | |
|----------------------|--|
| SCIENCE GOALS | Problem-Solving Process to Increase Student Achievement |
|----------------------|--|

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

| 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 |
|--|---|---|--|--|---|---|---|
| 1. Students achieving proficiency (FCAT Level 3) in science <u>Science Goal #1:</u> | | | 1.1. Students who scored at Level I and Level II on the FCAT Science Section with special attention given to the students in 5th, 8th and 11th grades. | 1.1. Provide a intensive science class. | 1.1. The School RtI Leadership Team | 1.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year. | 1.1. Benchmark Testing Progress Book FCAT |
| The goal is to achieve the maximum percentage of students scoring 3 or above in science. | <u>2011 Current Level of Performance:*</u> | <u>2012 Expected Level of Performance:*</u> | | | | | |
| | 63% of 78 Fifth graders | 70% of grades 3-5 | | | | | |
| | 46% of 61 Eight graders | 70% of grades 6-8 | | | | | |
| 32% of 35 11th graders | <i>End-of-Course Exams(EOC) will replace FCAT Science</i> | | 1.2. Students who perform poorly on standardized tests such as the FCAT and EOC and students taking the FCAT for the first time. | 1.2. Provide students with test taking strategies and instruction on the format of the FCAT and EOC. | 1.2. The School RtI Leadership Team | 1.2. (A) Conduct quarterly practice assessments to monitor student progress. (B) Provide a voluntary weekend test strategies' academy for low scorers. | 1.2. Bookmark Testing Progress Book FCAT |
| | | | 1.3. Student coming from poor performing schools. | 1.3. Provide additional tutoring if necessary. | 1.3. The School RtI Leadership Team | 1.3. Conduct quarterly assessments to monitor student progress. | 1.3. Bookmark Testing Progress Book FCAT |
| 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 |
| 2. Students achieving above proficiency (FCAT Levels 4 and 5) in science <u>Science Goal #2:</u> | | | 2.1. Students who scored at Level III on the FCAT Science Section | 2.1. Provide students with test taking strategies and instruction on the format of the FCAT. | 2.1. The School RtI Leadership Team | 2.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year. | 2.1. Bookmark Testing Progress Book FCAT |
| The goal is to achieve the maximum percentage of students scoring 4 or above in science. | <u>2011 Current Level of Performance:*</u> | <u>2012 Expected Level of Performance:*</u> | | | | | |
| | 31% of 78 Fifth graders | 50% of grades 3-5 | | | | | |

2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY

| | | | | | | | |
|--|--------------------------|---|--|--|-------------------------------------|---|--|
| | 11% of 61 Eighth graders | 50% of grades 6-8 | | | | | |
| | 15% of 35 11th graders | <i>End-of-Course Exams(EOC) will replace FCAT Science</i> | 2.2. High achievers are not challenged. | 2.2. Provide a well integrated Gifted Student Program. | 2.2. The School RtI Leadership Team | 2.2. Conduct quarterly assessments to monitor student progress. | 2.2. Bookmark Testing Progress Book FCAT |
| | | | 2.3. Poor student attitudes towards science. | 2.3. Provide a well integrated science program and introduce the Biomedical Major. | 2.3. The School RtI Leadership Team | 2.3. Conduct quarterly assessments to monitor student progress. | 2.3. Bookmark Testing Progress Book FCAT |

| 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 |
| Research Biomedical Major | 9-12 | Principal | Science Department Head | July 2011 | Ability to obtain training and teach and implement major. | Principal |
| Introduce the Biomedical Major | 9-12 | Principal | Science Department Head | August 2011 | Number of student registrations | Principal |
| Implement the Biomedical Major | 9-12 | Principal and Science Department Head | Science Department | August 2011 | Number of students completing courses. | Principal and Science Department Head |
| Visit high scoring schools with similar demographics that are reaching or exceeding FCAT goals. | K-12 | Principal | Lead Teachers and Department Head are encouraged to gather as much information on winning strategies at other schools. | Ongoing until June 2012. | Marzano Teacher Evaluation | Principal |

Science Budget (Insert rows as needed)

April 2011

Rule 6A-1.099811

Revised October 25, 2011

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

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 |
| Provide Intensive Science Class | FCAT Remediation | School Budget | |
| | | | |
| | | | Subtotal: |

| Technology | | | |
|-----------------------------------|--|--------------------------------------|----------------------------|
| Strategy | Description of Resources | Funding Source | Amount |
| Utilize technology in classrooms. | Promethean Boards Computer Lab, provide computers in every classroom and Personal Laptops to upper school students. | Technology Grant 2010-2011 Budget | Included in Reading Budget |
| Utilize technology in the home. | Progress Book | District Budget | |
| | | | Subtotal: |

| Professional Development | | | |
|---------------------------------|--------------------------|----------------|------------------|
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |

| Other | | | |
|------------------|--------------------------|----------------|----------------------------|
| Strategy | Description of Resources | Funding Source | Amount |
| Saturday Academy | FCAT Remediation | School Budget | Included in Reading Budget |
| Biomedical Major | | School Budget | \$25,274 |
| | | | Subtotal:\$25,274 |
| | | | Total:\$25,274 |

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 |
|----------------------|--|

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

| 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 | |
|--|--|---|--|---|--|--|---|
| 1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing <u>Writing Goal #1:</u> | | 1.1. Students who scored at Level I and Level II on the FCAT Writing Section. | 1.1. Provide a intensive writing class. | 1.1. The School RtI Leadership Team | 1.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year. | 1.1. Department of Education Rubric Scoring System Bookmark Testing Progress Book FCAT | |
| The goal is to achieve the maximum percentage of students scoring 3 or better in writing. | <u>2011 Current Level of Performance:*</u> | <u>2012 Expected Level of Performance:*</u> | | | | | |
| | 81% of grades 4-8 | 90% of grades 4-8 | | | | | |
| | 87% of 9-10 graders | 90% of grades 9-10 | 1.2. Students who perform poorly on standardized tests and students taking the FCAT for the first time. | 1.2. (A) Provide students with test taking strategies such as 6-Traits and Project CRISS. (B) Follow the District Writing Plan and provide instruction on the format of the FCAT. | 1.2. The School RtI Leadership Team | 1.2. (A) Conduct quarterly practice assessments to monitor student progress. (B) Provide a voluntary weekend test strategies' academy for low scorers. | 1.2. Bookmark Testing Progress Book FCAT |
| | | | 1.3. Student coming from poor performing schools. | 1.3. Provide additional writing experiences if necessary. | 1.3. The School RtI Leadership Team | 1.3. Conduct quarterly assessments to monitor student progress. | 1.3. Bookmark Testing Progress Book FCAT |
| | | 1.4. Lack of a school wide writing strategy. | 1.4. Implement a school wide writing strategy with outlined expectations. | 1.4. The School RtI Leadership Team | 1.4. Conduct quarterly assessments to monitor student progress. | 1.4. Bookmark Testing Progress Book FCAT | |
| 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. Student subgroups not making Adequate Yearly Progress (AYP) in writing <u>Writing Goal #2A:</u> | Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian) | 2A.1. Students who scored at Level I and Level II on the FCAT Writing Section who belong to the Hispanic subgroup. | 2A.1. Teachers continue professional development training in cultural awareness. | 2A.1. The School RtI Leadership Team | 2A.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly | 2A.1. Bookmark Testing Progress Book FCAT | |

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

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|---|--|--|--|---|---|---|--|
| The goal is to achieve the maximum percentage of Hispanic students making learning gains in writing. | 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* | | | | assessments to monitor student progress. (C) Benchmark Testing three times a year. | |
| | Scores for 4-8 Hispanic students unknown | 90% of the 4-8 White students and Hispanic score a 3 or better | 2A.2. | 2A.2. | 2A.2. | 2A.2. | 2A.2. |
| | Scores for 9-10 Hispanic students unknown | 90% of the 9-10 White and Hispanic students score a 3 or better | 2A.3. | 2A.3. | 2A.3. | 2A.3. | 2A.3. |
| | NOTE: There were less than 10 tested per grade level who belong to identified subgroups. In grades K-8 there were Black (16), Asian (14), American Indian(0), or any other Multi-Racial (17) In grades 9-10 there were: Black (4), Asian (3), American Indian(0), or any other Multi-Racial (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 |
| 2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B: | Writing Goal #2B: English Language Learners (ELL) | | 2B.1. Students who scored at Level I and Level II on the FCAT Writing Section who belong to the identified subgroup: ELL. | 2B.1. Teachers continue professional development training in English as a second language for use with ELL students. | 2B.1. The School RtI Leadership Team | 2B.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year. | 2B.1. Bookmark Testing Progress Book FCAT |
| The goal is to achieve the maximum percentage of ELL students making a 3 or better in writing. | 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* | | | | | |
| | <i>There were less than 10 tested per grade level and no comparisons were made.</i> | 60% of grades 3-5 50% of grades 6-8 40% of grades 9-10 | 2B.2. | 2B.2. | 2B.2. | 2B.2. | 2B.2. |
| | NOTE: There were 18 identified ELL students in grades K-8 who sat for the FCAT. There were 5 identified ELL students in grades 9-10 who sat for the FCAT. | | | | | | |
| 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 |
| 2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing | Writing Goal #2C: Students with Disabilities (SWD) | | 2C.1. Students who scored at Level I and Level II on the FCAT Writing | 2C.1. Teachers continue professional development training in awareness and | 2C.1. The School RtI Leadership Team | 2C.1. (A) Review and compare student FCAT assessment results of | 2C.1. Bookmark Testing Progress Book FCAT |

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

| | | | | | | |
|---|---|---|---|---|--|--|
| Writing Goal #2C: | | Section who have disabilities. | providing the best possible instruction to SWD students. | | Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year. | |
| The goal is to achieve the maximum percentage of students with disabilities making a 3 or better in writing. | <u>2011 Current Level of Performance:*</u> | <u>2012 Expected Level of Performance:*</u> | | | | |
| | <i>There were less than 10 tested per grade level and no comparisons were made</i> | 60% of grades 3-5 | | | | |
| | | 50% of grades 6-8 | | | | |
| | | 40% of grades 9-10 | | | | |
| 2C.2. 2C.2. 2C.2. 2C.2. 2C.2. NOTE: There were 27 identified SWD students in grades K-8 who sat for the FCAT. There were 14 identified SWD students in grades 9-10 who sat for the FCAT. | | | | | | |
| 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 |
| 2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing | Writing Goal #2D: Economically Disadvantaged | 2D.1. Students who scored at Level I and Level II on the FCAT Writing Section who are Economically Disadvantaged. | 2B.1. Teachers continue professional development training in awareness and providing the best possible instruction to all students regardless of economical situations. | 2B.1. The School RtI Leadership Team | 2B.1. (A) Review and compare student FCAT assessment results of Sunshine State Standards. (B) Conduct quarterly assessments to monitor student progress. (C) Benchmark Testing three times a year. | 2B.1. Bookmark Testing Progress Book FCAT |
| The goal is to achieve the maximum percentage of Economically Disadvantaged students making Adequate Yearly Progress in writing. | <u>2011 Current Level of Performance:*</u> | <u>2012 Expected Level of Performance:*</u> | | | | |
| | <i>There were less than 10 tested per grade level and no comparisons were made.</i> | 60% of grades 3-5 | | | | |
| | | 50% of grades 6-8 | 2D.2. Students who are Economically Disadvantaged lack the nutrition to concentrate on scholastics. | 2D.2. Provide healthy free or reduced lunches to students who are Economically Disadvantaged. | 2D.2. Cafeteria Manager and School RtI Team | 2D.2. Conduct quarterly assessments to monitor student progress. |
| | | 40% of grades 9-10 | | | | |
| | | | | | | |
| 2D.3. 2D.3. 2D.3. 2D.3. 2D.3. NOTE: Approximately 6% of grades 3-8 qualify for free or reduced lunches. Approximately 13% of grades 9-12 qualify for free or reduced lunches. | | | | | | |

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

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| | | | |
|--|--|--|--|

| 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 |
| Teacher Orientation to focus on reaching or exceeding FCAT goals. | K-12 | RtI Leadership Team | School wide professional development on subjects such as lesson plan format and common board configuration. | August 8-19, 2011 | Marzano Teacher Evaluation | Principal |
| PD to focus on reaching or exceeding FCAT goals. | K-12 | RtI Leadership Team | School wide professional development on subjects such as response to intervention and differentiated instruction. | First Wednesday staff meeting of every month. Ongoing until June 2012. | Marzano Teacher Evaluation | Principal |
| Utilize all District Training and Academia Training available that focuses on reaching or exceeding FCAT goals. | K-12 | Principal | Lead Teachers and Department Heads are encouraged to gather as much information on winning strategies at Academia and the District. | Ongoing until June 2012. | Marzano Teacher Evaluation | Principal |
| Visit high scoring schools with similar demographics that are reaching or exceeding FCAT goals. | K-12 | Principal | Lead Teachers and Department Head are encouraged to gather as much information on winning strategies at other schools. | Ongoing until June 2012. | Marzano Teacher Evaluation | 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 |
| Adequate Student Workbooks and Teacher Resources | FCAT Remediation | School Budget | |
| Provide a Intensive Course | FCAT Remediation | School Budget | |
| | | | Subtotal: |
| Technology | | | |

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

| Strategy | Description of Resources | Funding Source | Amount |
|-----------------------------------|--|--------------------------------------|----------------------------|
| Utilize technology in classrooms. | Promethean Boards Computer Lab, provide computers in every classroom and Personal Laptops to upper school students. | Technology Grant 2010-2011 Budget | Included in Reading Budget |
| Utilize technology in the home. | Progress Book | District Budget | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| School District Training | Orange County | School Budget | |
| Training through Academia | Academia | Academia Budget | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Provide Reduced or Free Lunches | National Nutrition Standards | School Budget | |
| Weekend Academy | FCAT Remediation | School Budget | Included in Reading Budget |
| Subtotal: | | | |
| Total: | | | |

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 Attendance Goal #1: | | | 1.1. Students who are unaware of the attendance policy or students who do not take attendance | 1.1. Explain strict attendance policy during the application process, restate the attendance policy during orientation, | 1.1. Principal, Vice Principal, Lead Teachers, ESE Staff and Guidance Counselor | 1.1. (A) Conduct monthly Assessments of Attendance Logs. (B) Conduct daily walk-throughs. | 1.1. Attendance SMS |
| The goal is to achieve the | 2011 Current Attendance Rate:* | 2012 Expected Attendance Rate:* | | | | | |
| | 63% (482) | 50% of the | | | | | |

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

| | | | | | | | |
|--|---|---|---|--|--|--|--|
| <p>maximum attendance rate with the least amount of tardies and absences.</p> | <p>of the 766 K-8 students had 3 or more Absences and 56% (429) of the 766 K-8 students had 3 or more Tardies</p> | <p>K-8 students with 3 or more Absences and 40% of the K-8 students with 3 or more Tardies</p> | <p>seriously or are coming from different schools were the attendance policy is less than ours.</p> | <p>restate the attendance policy during the first student assembly and consistently implement the attendance policy throughout the year. (B) Have parents and students sign a Student Code of Conduct fully explaining the Attendance Policy. (C) Provide for an attractive early drop-off to reduce tardies. (D) Initiate an incentive plan for students to achieve better attendance. (E) Provide a safe environment for the students by strictly adhering to the Orange County Disciplinary Response Code. (F) Initiate Orange County's Character Development and initiate a school motto and school creed.</p> | | | |
| | <p>53% (114) of the 215 High School students had 3 or more Absences and 57% (123) of the 215 High School students had 3 or more Tardies</p> | <p>50% of the High School students with 3 or more Absences and 40% of the 215 High School students with 3 or more Tardies</p> | | | | | |
| | <p><u>2011 Current Number of Students with Excessive Absences (10 or more)</u></p> | <p><u>2012 Expected Number of Students with Excessive Absences (10 or more)</u></p> | | | | | |
| | <p>26% (197) of the 766 K-8 students had 10 or more Absences</p> | <p>20% of the K-8 students with 10 or more Absences</p> | | | | | |
| | <p>11% (24) of the 215 High School students had 10 or more Absences</p> | <p>10% of the High School students with 10 or more Absences</p> | | | | | |

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

| 2011 Current Number of Students with Excessive Tardies (10 or more) | 2012 Expected Number of Students with Excessive Tardies (10 or more) | | | | | |
|--|--|---|---|--|---|------------------------|
| 10%(78) of the 766 K-8 students had 10 or more Tardies | 3% of the K-8 students with 10 or more Tardies | 1.2. Students with 5 or more tardies or absences. | 1.2. (A) Determine if there is a pattern of nonattendance developing. (B)Frequent communication with parent(s). | 1.2. Principal, Vice Principal, Lead Teachers, ESE Staff and Guidance Counselor | 1.2. Conduct monthly Assessments. | 1.2. Attendance SMS |
| 30%(65) of the 215 High School students had 10 or More Tardies | 20% of the High School students with 10 or More Tardies | 1.3. Students with 10 or more tardies or 5 or more absences. | 1.3. Place student on probationary status and follow all reporting procedures. | 1.3. Principal, Vice Principal, Lead Teachers, ESE Staff and Guidance Counselor | 1.3. Conduct weekly Assessments. | 1.3. Attendance SMS |
| | | 1.4 Students with 15 or more absences. | 1.4 (A) Notify the parent (s) and the student that the student may need to repeat grade level and students 14-18 may lose their driver's licenses. (B) Notify the parent (s) that they are subject to actions taken through the judicial system. (C) Follow all reporting procedures. | 1.4. Principal, Vice Principal, Lead Teachers, ESE Staff and Guidance Counselor | 1.4. Conduct weekly Assessments. | 1.4. Attendance SMS |

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 |
|---------------------------------------|------------------------|--|--|--|-----------------------------------|--|
|---------------------------------------|------------------------|--|--|--|-----------------------------------|--|

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

| | | | | | | |
|------------------------------------|------|----------------|---------------|----------|--|-----------|
| PLC to focus on reducing tardies. | K-5 | Lead Teacher | K-5 Teachers | 6/7/2012 | | Principal |
| PLC to focus on reducing tardies | 6-12 | Lead Teacher | 6-12 Teachers | 6/7/2012 | | Principal |
| PLC to focus on. reducing tardies. | K-12 | Vice Principal | K-12 Teachers | 6/7/2012 | | Principal |

Attendance Budget (Insert rows as needed)

| | | | |
|--|--------------------------|-----------------|------------------|
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Character Development Education | Change Starts with Me | District Budget | |
| Disciplinary Code | Orange County | District Budget | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Utilize Attendance SMS | Orange County Schools | District Budget | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| School District Training | Orange County | District Budget | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Early Drop Off | Media Center | School Budget | |
| Incentive Plan | N/A | School Budget | |
| Work closely with the Orange County Attendance/Truancy Officer | Orange County | District Budget | |
| | | | Subtotal: |
| | | | Total: |

2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY
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 Suspension Goal #1: | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| The goal is to achieve the minimum number of suspensions while maintain safety. | 2011 Total Number of In-School Suspensions | 2012 Expected Number of In-School Suspensions | Students who are unaware of the behavioral policy or students who do not take the policy seriously or are coming from different schools were the behavioral policy is less than ours. | (A) Explain strict behavioral policy during the application process, restate the behavioral policy during orientation, restate the behavioral policy during the first student assembly and consistently implement the behavioral policy throughout the year. (B) Have parents and students sign a Student Code of Conduct fully explaining the Attendance Policy. (C) Initiate a recognition program for good | Principal, Vice Principal, Lead Teachers, ESE Staff and Guidance Counselor | Conduct monthly Assessments. | Attendance SMS |
| | 2% (19) 766 students of grades K-8 | 1% of the students in grades K-8 | | | | | |
| | 19% (41) of 215 High School students | 18% of the High School students | | | | | |
| 2011 Number of Out-of-School Suspensions | 2012 Expected Number of Out-of-School Suspensions | | | | | | |

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

| | | | | | | | |
|--|---|---|--|--|--|--------------------------------------|------------------------|
| | 4% (33) of 766 students in grades K-8 16% (34) of 215 High School students | 3% of the students in grades K-8 15% of High School students | | behavior. (D) Provide a safe environment for the students by strictly adhering to the Orange County Disciplinary Response Code. (E) Initiate Orange County's Character Development and initiate a school motto and school creed. | | | |
| | | | 1.2. Students accused of misconduct which, in the opinion of the principal or designated representative who may require a suspension in order to deter nonproductive and/or noncommunal activity. | 1.2. (A) Student will be told of the infraction and will be given the opportunity to present their side. If the principal determines the suspension is necessary they will put the suspension in writing. The parent will be told of the suspension and has the right to a conference. (D) If there are 10 in-school suspensions or 5 out-of-school suspensions accumulated during school year the placement of the student at CCA may be deemed inappropriate | 1.2. Principal, Vice Principal, Lead Teachers, ESE Staff and Guidance Counselor | 1.2. Conduct monthly Assessments. | 1.2. Attendance SMS |
| | | | 1.3. Student suspensions for attendance reasons. | 1.3. Implement goals to increase attendance. | 1.3. Principal, Vice Principal, Lead Teachers, ESE Staff and Guidance Counselor | 1.3. Conduct monthly Assessments. | 1.3. Attendance SMS |

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

| 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 |
| PLC to focus on reducing suspensions. | K-5 | Lead Teacher | K-5 Teachers | 6/7/2012 | | Principal |
| PLC to focus on reducing suspensions. | 6-12 | Lead Teacher | 6-12 Teachers | 6/7/2012 | | Principal |
| PLC to focus on reducing suspensions. | K-12 | Vice Principal | K-12 Teachers | 6/7/2012 | | Principal |

Suspension Budget (Insert rows as needed)

| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
|--|--------------------------|-----------------|------------------|
| Strategy | Description of Resources | Funding Source | Amount |
| Character Development Education | Change Starts with Me | District Budget | |
| Disciplinary Code | Orange County | District Budget | |
| | | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Utilize Attendance SMS | Orange County Schools | District Budget | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| School District Training | Orange County | District Budget | |
| | | | |
| | | | Subtotal: |
| Other | | | |

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

| Strategy | Description of Resources | Funding Source | Amount |
|----------|--------------------------|----------------|------------------|
| | | | |
| | | | Subtotal: |
| | | | 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 | 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 2010-2011 school year.</i> | | 1.1. Students who are experiencing difficulty transferring from another school. | 1.1. Explain all policies during the application process, restate the policies during orientation, restate the policies during the first student assembly and consistently implement the policies throughout the year. | 1.1. Principal, Vice Principal, Lead Teachers, ESE Staff and Guidance Counselor | 1.1. Conduct monthly Assessments. | 1.1. Attendance SMS |
| The goal is to achieve the lowest percent of Dropouts and the maximum percentage of Graduates. | 2011 Current Dropout Rate:* | 2012 Expected Dropout Rate:* | | | | |
| | -0-% of 9th Graders | -0-% of 9th Graders | | | | |
| | -0-% of 10th Graders | -0-% of 10th Graders | | | | |
| | -0-% of 11th Graders | -0-% of 11th Graders | | | | |
| | <1%(1) of 12th Graders | -0-% of 12th Graders | | | | |
| 2011 Current Graduation Rate:* | 2012 Expected Graduation Rate:* | | | | | |

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

| | | | | | | | |
|--|--------------------------|----------------------|--|--|--|---|---------------------------------|
| | 99%(214) of 12th Graders | 100% of 12th Graders | | | | | |
| | | | 1.2. Students access to Secondary Education. | 1.2. (A) Offer a rigorous academic schedule with Advanced Placement, Dual Enrollment and Honors courses allowing easy transfers into Secondary Education. (B) On-site ACT/SAT/PSAT preparation classes and testing. (C) Assist in the completion of Secondary Education admissions and funding applications. | 1.2. Principal, Vice Principal, Lead Teachers, ESE Staff, and Guidance Counselor | 1.2. Conduct quarterly assessments of grades. | 1.2. Advanced Placement Program |
| | | | 1.3. Students with poor attendance. | 1.3. Implement goals to increase attendance. | 1.3. Principal, Vice Principal, Lead Teachers, ESE Staff and Guidance Counselor | 1.3. Conduct monthly Assessments. | 1.3. Attendance SMS |

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 |
|--|---------------------|----------------------------------|--|---|-----------------------------------|---|
| PLC to focus on AP course enrollment, attendance and resulting grades. | 9-12 | Lead Teacher | Grade 8-12 Teachers | 6/7/2012 | | Principal |
| PLC to focus on maximum number of Secondary Education Applications. | 12 | Lead Teacher | Grade 12 Teachers | 6/7/2012 | | Principal |

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

| | | | | | | |
|--|------|----------------|--|----------|--|-----------|
| PLC to focus on. reducing dropouts and increasing graduations. | 9-12 | Vice Principal | 6-12 Lead Teacher and 9-12 Teachers | 6/7/2012 | | Principal |
|--|------|----------------|--|----------|--|-----------|

Dropout Prevention Budget (Insert rows as needed)

| | | | |
|--|--|----------------|------------------|
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Rigorous Academic Schedule | Advanced Placement, Dual Enrollment and Honors courses | School Budget | |
| On-Site College Entrance Exams | ACT/SAT/PSAT | School Budget | |
| | | | |
| | | | 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 Dropout Prevention Goal(s)

Parent Involvement Goal(s)

April 2011
Rule 6A-1.099811
Revised October 25, 2011

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

* 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 | | | | |
| 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. Families who are transferring from another school with no Parent Involvement Requirement. | 1.1. Explain the Parent Involvement Requirement during the application process and obtain a letter of agreement, restate the policy during orientation, and consistently implement the policies throughout the year. | 1.1. Principal, Vice Principal, Lead Teachers, Volunteer Coordinator and SAC. | 1.1. Conduct Quarterly Assessments for the first 3 quarters then conduct Weekly Assessments for the 4th quarter. | 1.1. ADDitions and Bookkeeper | | | | |
| The goal is to achieve the maximum percentage of parent involvement. | <table border="1"> <tr> <th>2011 Current level of Parent Involvement:*</th> <th>2012 Expected level of Parent Involvement:*</th> </tr> <tr> <td>94 %</td> <td>95%</td> </tr> </table> | 2011 Current level of Parent Involvement:* | 2012 Expected level of Parent Involvement:* | 94 % | 95% | | 1.2. Families with two working parents or single working parents. | 1.2. (A) Offer a variety of volunteer opportunities both during and not during school hours. (B) Offer a monetary buy-out for all or a portion of the requirement. | 1.2. Principal, Vice Principal, Lead Teachers , Volunteer Coordinator and SAC. | 1.2. Conduct Quarterly Assessments for the first 3 quarters then conduct Weekly Assessments for the 4th quarter. | 1.2. ADDitions and Bookkeeper |
| | 2011 Current level of Parent Involvement:* | 2012 Expected level of Parent Involvement:* | | | | | | | | | |
| | 94 % | 95% | | | | | | | | | |
| | | | 1.3. Families who refuse to comply with the Parent Involvement Requirement. | 1.3. Application for the following year will be denied. | 1.3. Principal, Vice Principal, Lead Teachers, Volunteer Coordinator and SAC. | 1.3. Certified Mail | 1.3. ADDitions and Bookkeeper | | | | |
| | | 1.4 Poor communication between CCA and parents. | 1.4 (A) Cornerstone Chronicles is a weekly electronic newsletter sent to all parents. (B) Provide written communication on a monthly basis. (C) Update web site on a | 1.4 Principal, Vice Principal, Lead Teachers, Volunteer Coordinator and SAC. | 1.4 Open SAC montly meetings and Annual School Climate Survey. | School Climate Survey | | | | | |

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

| | | | | | |
|---|--|--|----------------|--|--|
| | | | monthly basis. | | |
| NOTE: 585 families completed over 25,000 volunteer hours (both ADDitions and in-kind contributions). We led Orange County in ADDitions Volunteering this year. | | | | | |

| 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 |
| PLC to focus on reducing suspensions. | K-5 | Lead Teacher | K-5 Teachers and Parents | 6/7/2012 | | Principal |
| PLC to focus on reducing suspensions. | 6-12 | Lead Teacher | 6-12 Teachers and Parents | 6/7/2012 | | Principal |
| PLC to focus on reducing suspensions. | K-12 | Vice Principal | K-12 Teachers and Parents | 6/7/2012 | | Principal |

Parent Involvement Budget

*** Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.**

| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
|--|-------------------------------------|-----------------|------------------|
| Strategy | Description of Resources | Funding Source | Amount |
| Policy Notification at time of Application | N/A | School Budget | |
| Policy Restated during Orientation | N/A | School Budget | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Notify Parents of Policy, volunteer opportunities and hours completed. | Internet | School Budget | |
| School Climate Survey | Orange County Accountability Office | District Budget | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

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

End of Parent Involvement 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 | Evaluation Tool |
| 1. Additional Goal | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Additional Goal #1: | | | | | | | |
| <i>Enter narrative for the goal in this box.</i> | <u>2011 Current Level :*</u> | <u>2012 Expected Level :*</u> | | | | | |
| | <i>Enter numerical data for current goal in this box.</i> | <i>Enter numerical data for expected goal in this box.</i> | | | | | |
| | | | 1.2. | 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

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 |
|------------------------------------|---------------------|----------------------------------|--|---|-----------------------------------|---|
|------------------------------------|---------------------|----------------------------------|--|---|-----------------------------------|---|

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

| | | | | | | |
|--|--|--|--|-----------|--|--|
| | | | | 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 |
|----------|--------------------------|----------------|--------|
| | | | |
| | | | |

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 Additional Goal(s)

FINAL BUDGET (Insert rows as needed)

**2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY**

| | |
|--|------------------------|
| Please provide the total budget from each section. | |
| Reading Budget | Total:\$192,813 |
| Mathematics Budget | Total:\$45,514 |
| Science Budget | Total:\$25,274 |
| Writing Budget | Total:-0- |
| Attendance Budget | Total:-0- |
| Suspension Budget | Total:-0- |
| Dropout Prevention Budget | Total:-0- |
| Parent Involvement Budget | Total:-0- |
| Additional Goals | Total:-0- |
| Grand Total:\$263,601 | |

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"/> Intervene | <input type="checkbox"/> Correct II | <input type="checkbox"/> Prevent II | <input type="checkbox"/> Correct I | <input type="checkbox"/> Prevent I | <input checked="" type="checkbox"/> N/A |

School Advisory Council

2011-2012 School Improvement Plan (SIP)
CORNERSTONE CHARTER ACADEMY

School Advisory Council (SAC) Membership Compliance

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

Yes

No

| |
|--|
| If No, describe measures being taken to comply with SAC requirement. |
| <i>Not applicable: SAC's bylaws provide appointments should those who were elected not be representative of the ethnic, racial, and economic community served by the school.</i> |

| |
|---|
| Describe the activities of the School Advisory Council for the upcoming year. |
| Used Clothing and Campus Store to generate School Improvement Funds. |

| Describe projected use of SAC funds. | Amount |
|--|----------|
| School Improvement Funds will be used to make improvements on the school's safety, security and academics. Once such use will be Field Trip Scholarships. | 1,000.00 |