FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: KINGSBURY ACADEMY

District Name: Marion

Principal: Tammy Bombly

SAC Chair: Cindy Lowe

Superintendent: Jim Yancey

Date of School Board Approval:

Last Modified on: 10/25/2012



Gerard Robinson, Commissioner Florida Department of Education 325 West Gaines Street Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor K-12 Public Schools Florida Department of Education 325 West Gaines Street Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Tammy Bombly	Master of Eductation Educational Leadership Bachelor of Arts History Professional Educator's Certificate Educational Leadership History Exceptional Student Education	11	5	Alternative School Improvement Rating: 2008-Incomplete, did not test 95% of students. 2009-Declining 2010-Declining 2011-Not Eligible for a School Grade 2012-Declining FCAT: Scale Score-Elementary Increasing, Middle Decreasing, High Increasing Developmental Scale Score-Increasing in all areas except grades 5 and 10 Proficiency-Increasing AYP: Improving since 2007 2011-82% 2010-79% 2009-69% 2008-44 2007-44
		Master of			FCAT: Scale Score-Elementary Increasing, Middle Decreasing, High Increasing

Assis Princinal	Katherine Vernon	Education Professional Educator's Certificate Exceptional Student Education Elementary	2	1	Developmental Scale Score-Increasing in all areas except grades 5 and 10 Proficiency-Increasing Alternative School Improvement Rating: 2011-Not Eligible for a School Grade 2012-Declining AYP: 2011-82% 2010-79%
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INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Prek/Primary, Elementary Education, Middle Grades Integrated Curriculum, Exceptional Student Education, Educational Leadership & Administration	Emily Parker	BA, UWF - PreK/Primary Education MA, UCF - Exceptional Education EdS, NLU - Educational Leadership	1		2011-12: Kingsbury - 7th/8th grade Reading/Language Arts - 100% of the students enrolled in her class for at least 3/4ths of the year were Level 1 SWD, with the exception of 1 with no prior matching score. 71% of students in this group demonstrated adequate learning gains on FCAT. 18% of students in the group had no comparison score. 2 students showed losses. These students were both multiple- grade repeaters, whose attendance was interrupted by multiple instances of incarceration.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

		Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
		District Level Support			
-	1	Match or Exceed Marion County School District pay scale.	Tammy Bombly	August 2012	
		Provide time and resources for for staff development.			

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
NA	NA

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 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed	% National Board Certified Teachers	% ESOL Endorsed Teachers
15	40.0%(6)	46.7%(7)	13.3%(2)	0.0%(0)	6.7%(1)	66.7%(10)	20.0%(3)	0.0%(0)	33.3%(5)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan 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
Emily Parker		Strength of Content Area	Instructional strategies, lesson planning, and classroom management.
Tammy Bombly		Strength of Content Area	Instructional strategies, lesson planning, and classroom management.
Katherine Vernon		Strength of Content Area	Instructional strategies, lesson planning, and classroom management.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I Part A supports the remediation program at Kingsbury Academy. There are two support staff who provides individual or small group remediation in reading and math to enhance the curriculum in the classroom and addresses deficits based on the testing results. A Reading Coach is also provided by Title I A, this position supports classroom teachers in Elementary, Middle and High School. The coach models instructional practices, academic centers, and introduces new strategies to enhance reading.

Title I, Part C- Migrant

District funds are used to purchase:

- 1. School supplies.
- 2. Provide an After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.
- 3. Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families

Families must meet the federal eligibility to participate in the program.

Title I. Part D

N/A

Title II

District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

District receives supplemental funds for improving their basic education programs through the purchase of small equipment to supplement education programs. Providing technology in classrooms will differentiate instructional strategies. Instructional software will enhance literacy and math skills of struggling students and early childhood students.

District uses funds to purchase SuccessMaker licenses and provide professional development for SuccessMaker.

Title III

Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Remediation is provided through a Successmaker Lab and individual tutoring throughout the school day for targeted students in need of intensive academic support.

Violence Prevention Programs

TEACH is the MCSD adopted violence prevention program. Kingsbury Academy employs four TEACH trainers and one-hundred percent of staff are trained to use TEACH.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Students participating in through Career Prep courses.

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Cindy Lowe, Executive Director Tammy Bombly, Principal

Connie St. Pierre, LCSW

Laura Trevarrow, Recreational Therapist Katherine Vernon, Assistant Principal Emily Parker, Instructional Coach

Keith Evans, Dean of Discipline

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

Kingsbury Academy is contracted with the Marion County School Board and provides a therapeutic day treatment program for students placed in an alternative setting. 100% of secondary students are identified SWD while the elementary percentage fluctuates dependent upon the student referred. Regardless of designation, the RTI program is approached from an academic and therapeutic perspective at Kingsbury as everything we do is designed to address the needs of the struggling student.

Weekly treatment team meetings are facilitated by therapists, administators and an instructional coach. The meeting provides for the dissemination of information regarding the students behavior, strengths, progress toward treatment goals and emotional issues. SWD are also monitored through the IEP process.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The role of the RtI Leadership Team at Kingbury Academy is designed to meet the therapeutic, behavioral, and academic needs of our students. Each member of the team is selected for their expertise to meet the students IEP and pBIP.

The Therapeutic team is responsible for supporting teachers in the development behavioral plans that supports the emotional growth of the students, thus enhancing their academic abilities. Daily group therapy in elementary ESE classes, middle grades self-contained and high school is geared to building self esteem, leadership, self confidence, social and emotional growth. Middle school students participate in Character Counts! curriculum during Social/Personal. A therapist is assigned membership on the School leadership team as a part of restructuring to make AYP.

The instructional team participated in writing the SIP and are responsible for the "smart" goals in the plan.

MTSS Implementation

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

The MTSS leadership team will analyze data. Data sources will include results from behavior tracking, grading reports, comprehensive assessment tests such as FCAT, alternate assessment, end of course exams, FAIR and district assessments. Student behaviors will be monitored through the use of a daily point system, the FBA and pBIP. The data will assist in adjusting program components to meet the complex needs of students.

Describe the plan to train staff on MTSS.

Continued RTI for all instructional staff.

Consistently share strategies at weekly Treatment Team meeting as part of a Professional Learning Community.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

-School-Based Literacy Leadership Team

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

Tammy Bombly-Principal

Katie Vernon-Assistant Principal

Emily Parker-Instructional Coach

Diana Davis-HQ Reading Teacher

Marci Grandstaff-HQ Reading Teacher

Kathryn Chotiner-ESE Reading Program Specialist

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

Literacy Leadership Team meets the second Thursday of each month from 3:30-4:00 at Kingsbury Academy.

The primary function of the the LLT is to ensure KBA is following MCSD Reading Plan with fidelity.

The secondary function of the LLT is to disaggregate reading data provided through remediation, Intensive Reading, FCAT, FCA's and FAIR testing to determine instructional and curriculum support needed for staff and students.

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

The Literacy Leadership Team guide instructional staff in the use of data to improve grade level instruction to help each student achieve their academic goals.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title | Schools Only: Pre-School Transition

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

Kingsbury Academy receives students who are referred by MCSD. Pre-School transition is not applicable to KBA.

*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.

Kingsbury Academy will ensure the responsibility that all content area teachers are using literacy strategies in content area instruction based on walk throughs, monthly professional development, weekly teachers' meetings, lesson plans, and data collection.

*High Schools Only

Note: Required for High School - 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?

All teachers will refer students to a content area question: "How can I apply what I am learning elsewhere?" Also, students will be provided time at the end of each class period to refelect on their learning experiences.

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?

Career education is incorporated in 8th grade Social Science. Students participate in the development of their Individual Education Plan that incorporates a career focus.

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 <u>High School</u> <u>Feedback Report</u>

Students participate in Graduation Review Meeting and Post School Transition is developed as a part of the student's Individual Education Plan.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and refer of improvement for the following group:	ence to "Guiding Questions", identify and define areas in need
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Eighty-five percent (170) of students will be proficient on the 2013 FCAT. Progress will be measured by increasing the number of students earning within three years proficiency in each grade level and sub-group based on the Developmental Scale Score. Students who have shown proficiency based on the 2012 FCAT will maintain proficiency level or increase DSS by one grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 3: 14 students tested, 21% (3) scored level 3, Grade 4: 13 students tested, 23% (3) scored level 3, 5% increased DDS Grade 5: 23 students tested, 13% (3) scored level 3, 5% increased DDS Grade 6: 15 students tested, 0% (0) scored level 3, 0% increased DDS Grade 7: 20 students tested, 10% (2) scored level 3, 10% increased DDS Grade 8: 22 students tested, 18% (4) scored level 3, 6% increased DDS Grade 9: 21 students tested, 5% (1) scored level 3, -3% decreased DDS Grade 10: 17 students tested, 6% (1) scored level 3, 8% increased DDS	Students will increase Developmental Scale Score reflecting one year's growth and students scoring a level 3 on FCAT 2.0 will increase five percent.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance, transition, and "buy-in"	 Teachers, instructional paraprofessionals, and students will participate in scheduled data conferences. 	Cindy Lowe Tammy Bombly Katie Vernon Keith Evans	Marion County Instructional Evaluation System Classroom Walk-through Lesson Plan Review	FAIR Test FCA Test Successmaker Attendance
				Behavior Data Review Attendance	Individual Education Plan
2	ESE students with emotional and behavioral issues who are working near or below grade level	part of the Continuous Improvement Model. 2. Students in grades 3-8 will utilize the Successmaker Reading and Math Program. 3. Teachers will teach literacy in the content areas across all	Cindy Lowe Tammy Bombly Katie Vernon Keith Evans	Marion County Instructional Evaluation System Staff Development Classroom Walk-through Lesson Plan Review	Benchmark Test FCA Test Successmaker Instructional Self-Assessment
		curriculums. 4. Tutor will provide individual and small group support for remediation and enhancement.			

5. Resource teacher will provide remediation in small groups.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Students will increase by one level on Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 7: 2 students tested, 1 scored level 9 and 1 scored level 5. Grade 9: 1 student tested and scored level 3	Students will increase by one level on Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	and "buy-in"	 Teachers, instructional paraprofessionals, and students will participate in scheduled data conferences. 	Tammy Bombly	Instructional Evaluation System	FAIR Test Successmaker Attendance
			Keith Evans	Lesson Plan Review Behavior Data Review Attendance	Individual Education Plan

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: Progress on FCAT 2.0 will be measured by increasing the 2a. FCAT 2.0: Students scoring at or above Achievement number of student's proficient by five percent and increasing the number of students earning within three years Level 4 in reading. proficiency in each grade level and sub-group based on the Developmental Scale Score. Students who have shown Reading Goal #2a: proficiency based on 2012 FCAT will maintain proficiency level or increase DSS by one grade level. 2012 Current Level of Performance: 2013 Expected Level of Performance: Grade 3: 14 students tested, 21% (3) scored level 3, Grade 4: 13 students tested, 23% (3) scored level 3, 5% increased DDS Grade 5: 23 students tested, 13% (3) scored level 3, 5% increased DDS Grade 6: 15 students tested, 0% (0) scored level 3, 0% Students will increase Developmental Scale Score reflecting increased DDS Grade 7: 20 students tested, 10% (2) scored level 3, 10% one year's growth and students scoring a level 3 on FCAT increased DDS 2.0 will increase five percent. Grade 8: 22 students tested, 18% (4) scored level 3, 6% increased DDS Grade 9: 21 students tested, 5% (1) scored level 3, -3% decreased DDS Grade 10: 17 students tested, 6% (1) scored level 3, 8% increased DDS Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Attendance, transition, and "buy-in"		Cindy Lowe Tammy Bombly Katie Vernon Keith Evans	Instructional Evaluation System Staff Development Classroom Walk-through	FAIR Test FCA Test Successmaker Attendance Behavior Data
2	Content Literacy	1. Content area teachers will reinforce content literacy in subject areas.	Tammy Bombly	1	FAIR Test Results FCA Test Results

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: 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in Students will increase by one level on Florida Alternate reading. Assessment. Reading Goal #2b: 2012 Current Level of Performance: 2013 Expected Level of Performance: Grade 7: 2 students tested, 1 scored level 9 and 1 scored Students will increase by one level on Florida Alternate level 5. Assessment. Grade 9: 1 student tested and scored level 3 Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier **Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy Attendance, transition, 1. Teachers, instructional Cindy Lowe Marion County FAIR Test and "buy-in" Instructional Evaluation paraprofessionals, and students will participate FCA Test Tammy Bombly System in scheduled data conferences. Katie Vernon Staff Development Successmaker 2. Students will Keith Evans Classroom Walk-through Attendance participate in an articulation meeting to Lesson Plan Review Behavior Data discuss Graduation Plan. Attendance

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:					
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Progress on FCAT 2.0 will be measured by increasing the number of student's proficient by five percent and increasing the number of students earning within three years proficiency in each grade level and sub-group based on the Developmental Scale Score. Students who have shown proficiency based on 2012 FCAT will maintain proficiency level or increase DSS by one grade level.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
Grade 3: 14 students tested, 21% (3) scored level 3, Grade 4: 13 students tested, 23% (3) scored level 3, 5% increased DDS Grade 5: 23 students tested, 13% (3) scored level 3, 5% increased DDS Grade 6: 15 students tested, 0% (0) scored level 3, 0%					

Behavior Data

increased DDS

Grade 7: 20 students tested, 10% (2) scored level 3, 10% increased DDS

Grade 8: 22 students tested, 18% (4) scored level 3, 6% increased DDS

Grade 9: 21 students tested, 5% (1) scored level 3, -3% decreased DDS

Grade 10: 17 students tested, 6% (1) scored level 3, 8% increased DDS

Students will increase Developmental Scale Score reflecting one year's growth and students scoring a level 3 on FCAT 2.0 will increase five percent.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Attendance, transition,	1. Teachers, instructional		Staff Development	FAIR Test
	and "buy-in"	paraprofessionals, and students will participate in scheduled data	Tammy Bombly	Classroom Walk-through	FCA Test
1		conferences.	Katie Vernon	Lesson Plan Review	Successmaker
			Keith Evans	Attendance	Attendance
				Behavior Plann	Behavior Plan
	ESE students with emotional and behavioral	1. Teachers will follow MCSD Focus Calendar as	Cindy Lowe	Staff Development	FAIR Test
	issues who are working below grade level	part of the Continuous Improvement Model.	Tammy Bombly	Classroom Walk-through	FCA Test
	below grade level	Students in grades 3-7 will utilize the	Katie Vernon	Lesson Plan Review	Successmaker
2		Successmaker Reading and Math Program. 3. Teachers will teach literacy in the content areas across all curriculums. 4. Tutor will provide individual and small group instructional support.			Individual Education Plan
	ESE students needing Differeniated Instruction.	Teachers will enhance instructionn through	Cindy Lowe	Lesson Plans	FCA Test Results Benchmark Test
3	Differentiated fristruction.	multi-modes to increase student engagement.	Tammy Bombly	Classroom Walk-through	Results.
3		Teachers will use Thinking Map strategies.	Katie Vernon Emily Parker		Individual Education Plan
4	ESE students working below grade level.	1. Follow the District adopted Reading Plan. 2. Provide Research based supplemental materials to improve reading skills as prescribed by the District Reading Plan. Materials: Sourcebook Reading and Writing Read Naturally Corrective Reading Series Successmaker	Tammy Bombly Katie Vernon	Lesson Plan Review Staff Development Classroom Walk-through	FAIR Test Results FCA Test Results Successmaker Progress Monitoring

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:

3b. Florida Alternate Assessment:

Percentage of students making Learning Gains in reading.

Reading Goal #3b:

Students will increase by one level on Florida Alternate Assessment.

2012 Current Level of Performance:

2013 Expected Level of Performance:

Grade 7: 2 students tested, 1 scored level 9 and 1 scored

Grade 9: 1 student tested and scored level 3

Students will increase by one level on Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	ESE students with emotional and behavioral issues who are working	1. Students in grades 3-7 will utilize the Successmaker Reading	Cindy Lowe Tammy Bombly	Staff Development Classroom Walk-through	FAIR Test FCA Test
1	below grade level	and Math Program.	Katie Vernon Emily Parker	Lesson Plan Review	Successmaker Individual Education Plan
	ESE students needing	Teachers will enhance	Cindy Lowe	Staff Development	Individual
2	Differeniated Instruction.	instructionn through multi-modes to increase student engagement. 2. Teachers will use Thinking Map Strategies.	Tammy Bombly Katie Vernon	Lesson Plans Classroom Walk-through	Education Plan
		Trinking wap strategies.	Emily Parker		

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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.

Reading Goal #4:

Progress on FCAT 2.0 will be measured by increasing the number of student's proficient by five percent and increasing the number of students earning within three years proficiency in each grade level and sub-group based on the Developmental Scale Score. Students who have shown proficiency based on 2012 FCAT will maintain proficiency level or increase DSS by one grade level.

2013 Expected Level of Performance:

2012 Current Level of Performance:

Grade 3: 14 students tested, 21% (3) scored level 3,

Grade 4: 13 students tested, 23% (3) scored level 3, 5% increased DDS

Grade 5: 23 students tested, 13% (3) scored level 3, 5% increased DDS

Grade 6: 15 students tested, 0% (0) scored level 3, 0% increased DDS

Grade 7: 20 students tested, 10% (2) scored level 3, 10% increased DDS

Grade 8: 22 students tested, 18% (4) scored level 3, 6% increased DDS

Grade 9: 21 students tested, 5% (1) scored level 3, -3% decreased DDS

Grade 10: 17 students tested, 6% (1) scored level 3, 8% increased DDS

Students will increase Developmental Scale Score reflecting one year's growth and students scoring a level 3 on FCAT 2.0 will increase five percent.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance, transition, and "buy-in"	Teachers and students will participate in scheduled data conferences	Tammy Bombly	Classroom Walk-through	FAIR Test FCA Test Successmaker
	ESE students with	1. Teachers will follow	Cindy Lowe	Staff Development	FAIR Test

		MCSD Focus Calendar as part of the Continuous Improvement Model.	Tammy Bombly	Classroom Walk-through	FCA Test
	Jane 3	<u>'</u>	Katie Vernon	Lesson Plan Review	Successmaker
		2. Students in grades 3-7			
		will utilize the			Individual
		Successmaker Reading			Education Plan
2		and Math Program.			
		3. Teachers will teach			
		literacy in the content			
		areas across all			
		curriculums.			
		4. Instructional coach			
		and tutor will provided			
		individual and small group			
		support.			

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading Performance Target will increase proficiency by 45% to 56% by 2016. 5A:			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	11	20	29	38	47	

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: Progress on FCAT 2.0 will be measured by increasing the 5B. Student subgroups by ethnicity (White, Black, number of student's proficient by five percent and increasing Hispanic, Asian, American Indian) not making the number of students earning within three years satisfactory progress in reading. proficiency in each grade level and sub-group based on the Developmental Scale Score. Students who have shown Reading Goal #5B: proficiency based on 2012 FCAT will maintain proficiency level or increase DSS by one grade level. 2012 Current Level of Performance: 2013 Expected Level of Performance: Grade 3: No data are reported. Grade 4: No data are reported. Grade 5: No data are reported. Grade 6: No data are reported. Students in each sub-group will increase Developmental Grade 7: White-80% (8)Level 1 Black-No data are reported. Scale Score reflecting one year's growth and students Grade 8: White-No data are reported. scoring a level 3 on FCAT 2.0 will increase five percent. Black-80% (8) Level 1, 10% (1) Level 2 Grade 9: White-No data are reported. Black-90% (9) Level 1, 10% (1) Level 2 Grade 10: No data are reported.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Attendance, transition, and "buy-in"	Teachers and students will participate in	ý		FAIR Test
		scheduled data conferences.	Tammy Bombly Katie Vernon		FCA Test Benchmark Test
1			Keith Evans	Attendance	Demand Writes
					Attendance

	ESE students with emotional and behavioral		Cindy Lowe	Staff Development	FAIR Test
	issues who are working near or below grade level	part of the Continuous Improvement Model.	Tammy Bombly	Classroom Walk-through	FCA Test
	9	2. Students in grades 3-7 will utilize the	Katie Vernon	Lesson Plan Review	Demand Writes
2			Keith Evans	Behavior Data	Behavior Data
3	Reading materials that relate to muliple ethnicities.	Provide reading resources and classroom library for students of identify with different ethnicities.	Tammy Bombly	Classroom Walk-through Lesson Plan Review	FAIR Test Results FCA Test Results

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: 5C. English Language Learners (ELL) not making satisfactory progress in reading. NΑ Reading Goal #5C: 2012 Current Level of Performance: 2013 Expected Level of Performance: No data reported. NΑ Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy NA NA NA NA NA

Based on the analysis of student achievement data, and refe of improvement for the following subgroup:	rence to "Guiding Questions", identify and define areas in need			
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Progress on FCAT 2.0 will be measured by increasing the number of student's proficient by five percent and increasing the number of students earning within three years proficiency in each grade level and sub-group based on the Developmental Scale Score. Students who have shown proficiency based on 2012 FCAT will maintain proficiency level or increase DSS by one grade level.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Grade 3: 7 students tested, no data reported Grade 4: 6 students tested, no data reported Grade 5: 12 students tested, 14% (1) scored Level 4 Grade 6: 15 students tested, 0% (0) scored level 3, 0% increased DDS Grade 7: 20 students tested, 10% (2) scored level 3, 10% increased DDS Grade 8: 22 students tested, 18% (4) scored level 3, 6% increased DDS Grade 9: 21 students tested, 5% (1) scored level 3, -3% decreased DDS Grade 10: 17 students tested, 6% (1) scored level 3, 8% increased DDS	Students with Disabilities will increase Developmental Scale Score reflecting one year's growth and students scoring a level 3 on FCAT 2.0 will increase five percent.			
Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance, transition, and "buy-in"	1. Teachers, instructional paraprofessionals, and students will participate in scheduled data conferences.	Cindy Lowe Tammy Bombly Katie Vernon Keith Evans	Staff Development Classroom Walk-through Lesson Plan Review	FAIR Test FCA Test Indvidual Education Plan Attendance
2	ESE students with emotional and behavioral issues who are working near or below grade level.	1. Teachers will follow MCSD Focus Calendar as part of the Continuous Improvement Model. 2. Students in grades 3-7 will utilize the Successmaker Reading and Math Program. 3. Teachers will teach literacy in the content areas across all curriculums.	Cindy Lowe Tammy Bombly Katie Vernon Keith Evans	Staff Development Classroom Walk-through Lesson Plan Review	FAIR Test FCA Test Indvidual Education Plan
3	ESE students working below grade level due to disability.	Enhance instruction through multi-modes to improve student engagement in learning process. Use of LCD projectors to support visual learners.	Tammy Bombly	Classroom Walk-through Lesson Plan Review	FAIR Test Results FCA Test Results Benchmark Test Results

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: Progress on FCAT 2.0 will be measured by increasing the 5E. Economically Disadvantaged students not making number of student's proficient by five percent and increasing the number of students earning within three years satisfactory progress in reading. proficiency in each grade level and sub-group based on the Developmental Scale Score. Students who have shown Reading Goal #5E: proficiency based on 2012 FCAT will maintain proficiency level or increase DSS by one grade level. 2012 Current Level of Performance: 2013 Expected Level of Performance: Grade 3: 13 students tested, 21% (3) scored level 3, Grade 4: 13 students tested, 23% (3) scored level 3, 5% Grade 5: 21 students tested, 13% (3) scored level 3, 5% increased DDS Grade 6: 10 students tested, 0% (0) scored level 3, 0% Students who are Economically Disadvantaged will increase increased DDS Developmental Scale Score reflecting one year's growth and Grade 7: 18 students tested, 10% (2) scored level 3, 10% students scoring a level 3 on FCAT 2.0 will increase five increased DDS percent. Grade 8: 18 students tested, 18% (4) scored level 3, 6% increased DDS Grade 9: 20 students tested, 5% (1) scored level 3, -3% decreased DDS Grade 10: 18 students tested, 6% (1) scored level 3, 8% increased DDS

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance, transition, and "buy-in"	Teachers and students will participate in scheduled data conferences.	Tammy Bombly	Classroom Walk-through	FAIR Test FCA Test Attendance

			Keith Evans	Attendance	
	ESE students with emotional and behavioral	1. Teachers will follow MCSD Focus Calendar as	Cindy Lowe	Staff Development	FAIR Test
	issues who are working near or below grade	part of the Continuous Improvement Model.	Tammy Bombly	Classroom Walk-through	FCA Test
	level.	 Students in grades 3-7 will utilize the 	Katie Vernon	Lesson Plan Review	Individual Education Plan
2		Successmaker Reading and Math Program. 3. Teachers will teach	Keith Evans		
		literacy in the content areas across all			
		curriculums. 4. Tutor will provide individual and small group support.			
	Students who are economically	Kingsbury will coordinate with Title I to	Tammy Bombly	Number of Students enrolled at SES	FAIR Test Results FCA Test Results
3	disadvantaged.	increase number of students enrolled in after school tutoring program SES	Beth Nelson		Benchmark Test Results

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Thinking Maps	K-12		Intensive Reading Content Area	October 26:	Lesson Plans Classroom Walkthroughs	Adminstation Instructional Coach

Reading Budget:

Material(s) Description of Resources	Funding Source	Available Amount
NA	NA	\$0.00
		Subtotal: \$0.00
Description of Resources	Funding Source	Available Amount
NA	NA	\$0.00
		Subtotal: \$0.00
Description of Resources	Funding Source	Available Amount
Instructional Coach	Title I A	\$3,594.33
		Subtotal: \$3,594.33
Description of Resources	Funding Source	Available Amount
	NA Description of Resources NA Description of Resources Instructional Coach	Description of Resources NA NA Description of Resources NA NA Description of Resources Funding Source NA NA Description of Resources Funding Source Title I A

Title I A

Subtotal: \$14,377.00 Grand Total: \$17,971.33

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

COIII	prenensive Li	igiisii	Language Lean	iiiig /	733033111	CIII	(OLLLA) Godis	,	
* Whe	en using percentages	s, includ	de the number of studer	nts the p	percentage i	repre	sents next to the per	centa	ge (e.g., 70% (35)).
Stude	ents speak in Engli	sh and	understand spoken E	nglish a	at grade lev	vel in	n a manner similar t	o nor	n-ELL students.
1. St	udents scoring p	roficie	nt in listening/spea	king.					
CELL	A Goal #1:				NA				
2012	? Current Percent	of Stu	udents Proficient in I	istenir	ng/speaki	ng:			
NA									
		Pro	blem-Solving Proce	ss to I	ncrease S	tude	ent Achievement		
	Anticipated Ba	ırrier	Strategy	R	Person o Position esponsible Monitorin	e for	Process Used Determine Effectiveness Strategy		Evaluation Tool
1	NA		NA	NA			NA		NA
	1								1
Stude	ents read in English	n at gr	ade level text in a ma	nner si	milar to no	n-EL	L students.		
2. St	udents scoring p	roficie	nt in reading.						
CELL	A Goal #2:				NA				
2012	Current Percent	of Stu	udents Proficient in r	readin	g:				
NA									
		Pro	blem-Solving Proce	ss to I	ncrease S	tude	ent Achievement		
Anti	cipated Barrier	Stra	tegy	Positi Resp for	on or tion oonsible itoring	Det Effe	cess Used to ermine ectiveness of ategy	Eva	luation Tool
			No	o Data	Submitted				
Stude	ents write in Englis	h at gr	ade level in a manner	· simila	r to non-EL	L stu	udents.		
3. St	udents scoring p	roficie	nt in writing.						
CELL	A Goal #3:				NA				

2012 Current Percent of Students Proficient in writing:							
NA							
Problem-Solving Process to Increase Student Achievement							
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
No Data Submitted							

CELLA Budget:

Evidence-based Progr	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Developn	nent		
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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: Progress on FCAT 2.0 will be measured by increasing the 1a. FCAT2.0: Students scoring at Achievement Level 3 in number of students proficient by five percent and increasing the number of students earning within three years mathematics. proficiency in each grade level and sub-group based on the Developmental Scale Score. Students who have shown Mathematics Goal #1a: proficiency based on 2012 FCAT will maintain proficiency level or increase DSS by one grade level. 2012 Current Level of Performance: 2013 Expected Level of Performance: Grade 3: 15 students tested, 0%(0) scored a level 3 Students scoring a level 3 on FCAT 2.0 will increase five Grade 4: 12 students tested, 8%(1) scored a level 3 percent. Grade 5: 20 students tested, 5%(1) scored a level 3

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance, transition, and "buy-in"	1. Teachers, instructional paraprofessionals, and students will participate in scheduled data conferences.	Cindy Lowe Tammy Bombly Katie Vernon Keith Evans	Marion County Instructional Evaluation System Classroom Walk-through Lesson Plan Review Behavior Data Review Attendance	FAIR Test FCA Test Successmaker Attendance Individual Education Plan
2	ESE students with emotional and behavioral issues who are working near or below grade level	1. Teachers will follow MCSD Focus Calendar as part of the Continuous Improvement Model. 2. Students in grades 3-8 will utilize the Successmaker Reading and Math Program. 3. Teachers will teach literacy in the content areas across all curriculums. 4. Tutor will provide individual and small group support for remediation and enhancement. 5. Resource teacher will provide remediation in small groups.	Keith Evans	Marion County Instructional Evaluation System Staff Development Classroom Walk-through Lesson Plan Review	Benchmark Test FCA Test Successmaker Instructional Self-Assessment

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:

1b. Florida Alternate Assessment:

Mathematics Goal #1b:

Students scoring at Levels 4, 5, and 6 in mathematics.

NA

2012 Current Level of Performance:			2013 Expected Level of Performance:				
NA				NA			
Problem-Solving Process to Increase Student Achievement							
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
No Data Submitted							
Based on the analysis of improvement for the		t data, and refer	ence to "G	Guiding Questions", ider	ntify and define areas in need		

Progress on FCAT 2.0 will be measured by increasing the 2a. FCAT 2.0: Students scoring at or above Achievement number of student's proficient by five percent and increasing the number of students earning within three years Level 4 in mathematics. proficiency in each grade level and sub-group based on the Developmental Scale Score. Students who have shown Mathematics Goal #2a: proficiency based on 2012 FCAT will maintain proficiency level or increase DSS by one grade level. 2012 Current Level of Performance: 2013 Expected Level of Performance: Grade 3: 15 students tested, 0% (0) scored a level 3, Grade 4: 12 students tested, 8% (1) scored a level 3, 0% (0) Students will increase Developmental Scale Score reflecting DDS increase one year's growth and students scoring a level 3 on FCAT Grade 5: 20 students tested, 5% (1) scored a level 3, -2% 2.0 will increase five percent. (1) DDS decrease

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Attendance, transition, and "buy-in"	Teachers, instructional paraprofessionals, and students will participate in scheduled data	Cindy Lowe Tammy Bombly	Instructional Evaluation	FAIR Test FCA Test
		conferences.	Katie Vernon	Staff Development	Successmaker
1		2. Students will participate in an	Keith Evans	Classroom Walk-through	Attendance
		articulation meeting to discuss Graduation Plan.		Lesson Plan Review	Behavior Data
				Attendance	
				Behavior Data	

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:

2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in mathematics.

Mathematics Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

NA

	Problem-Solvi	ng Process to Increase S	Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
No Data Submitted						

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: Progress on FCAT 2.0 will be measured by increasing the 3a. FCAT 2.0: Percentage of students making learning number of student's proficient by five percent and increasing the number of students earning within three years gains in mathematics. proficiency in each grade level and sub-group based on the Developmental Scale Score. Students who have shown Mathematics Goal #3a: proficiency based on 2012 FCAT will maintain proficiency level or increase DSS by one grade level. 2012 Current Level of Performance: 2013 Expected Level of Performance: Grade 3: 15 students tested, 0% (0) scored a level 3, Grade 4: 12 students tested, 8% (1) scored a level 3, 0% (0) Students will increase Developmental Scale Score reflecting DDS increase one year's growth and students scoring a level 3 on FCAT Grade 5: 20 students tested, 5% (1) scored a level 3, -2% 2.0 will increase five percent.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Attendance, transition, and "buy-in"	1. Teachers, instructional paraprofessionals, and students will participate	Cindy Lowe Tammy Bombly	Staff Development Classroom Walk-through	FAIR Test FCA Test
1		in scheduled data conferences.	Katie Vernon	Lesson Plan Review	Successmaker
			Keith Evans	Attendance	Attendance
				Behavior Plann	Behavior Plan
	ESE students with emotional and behavioral	Teachers will follow MCSD Focus Calendar as	Cindy Lowe	Staff Development	FAIR Test
	issues who are working below grade level	part of the Continuous Improvement Model.	Tammy Bombly	Classroom Walk-through	FCA Test
	grade level	Students in grades 3-7 will utilize the	Katie Vernon	Lesson Plan Review	Successmaker
2		Successmaker Reading and Math Program.			Individual Education Plan
		3. Teachers will teach literacy in the content			
		areas across all curriculums.			
		Tutor will provide individual and small group			
		instructional support.			
	ESE students needing Differeniated Instruction.	1. Teachers will enhance instructionn through	Cindy Lowe	Lesson Plans	FCA Test Results Benchmark Test
3		multi-modes to increase student engagement.	Tammy Bombly	Classroom Walk-through	Results.
			Katie Vernon		Individual
		Teachers will use Thinking Map strategies.	Emily Parker		Education Plan

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:

(1) DDS decrease

Percentage of students making Learning Gains in mathematics.			NA		
Mathematics Goal #3b:					
2012 Current Level of Po	erformance:		2013 Exp	ected Level of Perforr	nance:
NA			NA		
	Problem-Solvino	g Process to L	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data S	Submitted		
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: Progress on FCAT 2.0 will be measured by increasing the 4. FCAT 2.0: Percentage of students in Lowest 25% number of student's proficient by five percent and increasing the number of students earning within three years making learning gains in mathematics. proficiency in each grade level and sub-group based on the Developmental Scale Score. Students who have shown Mathematics Goal #4: proficiency based on 2012 FCAT will maintain proficiency level or increase DSS by one grade level. 2012 Current Level of Performance: 2013 Expected Level of Performance: Grade 3: 15 students tested, 0% (0) scored a level 3, Grade 4: 12 students tested, 8% (1) scored a level 3, 0% (0) Students will increase Developmental Scale Score reflecting DDS increase one year's growth and students scoring a level 3 on FCAT Grade 5: 20 students tested, 5% (1) scored a level 3, -2% 2.0 will increase five percent. (1) DDS decrease

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance, transition, and "buy-in"	Teachers and students will participate in scheduled data conferences	Cindy Lowe Tammy Bombly Katie Vernon	Staff Development Classroom Walk-through Lesson Plan Review	FAIR Test FCA Test Successmaker
2	ESE students with emotional and behavioral issues who are working below grade level	1. Teachers will follow MCSD Focus Calendar as part of the Continuous Improvement Model. 2. Students in grades 3-7 will utilize the Successmaker Reading and Math Program. 3. Teachers will teach literacy in the content areas across all curriculums. 4. Instructional coach and tutor will provided individual and small group support.		Staff Development Classroom Walk-through Lesson Plan Review	FAIR Test FCA Test Successmaker Individual Education Plan

Based	on Amb	itious but Achi	evable Annual	Measurable Ob	jectiv	ves (AMOs), AM	O-2, F	Reading and Math P	erformance Target
5Λ Λr	phitique	but Achievable	Appual			Mathematics G			
Measu	rable Ob will red		s). In six year	(AMOs),	Math	ematics Perfo	ormano	vable Measurable ce Target profic: o 53% by 2017.	
	ne data)-2011	2011-2012	2012-2013	2013-201	4	2014-201	5	2015-2016	2016-2017
		6	15	24		33		47	
			dent achievem		efere	nce to "Guiding	J Ques	tions", identify and	define areas in need
5B. St Hispa	udent s nic, Asia	ubgroups by	ethnicity (What Indian) not n	nite, Black,					
		Goal #5B:	atriematics.			NA			
2012	Current	Level of Perf	ormance:		2	2013 Expected	d Leve	el of Performance:	
No da	ta report	ed.			1	NA			
			Problem-So	Iving Process	to I n	crease Studer	nt Ach	ievement	
	Antic	ipated Barrie	r St	rategy		Person or Position sponsible for Monitoring		rocess Used to Determine ffectiveness of Strategy	Evaluation Tool
1	NA		NA		NA		NA		NA
of imp	rovemer	it for the follow	ving subgroup:		efere	nce to "Guiding	J Ques	tions", identify and	define areas in need
satisf	actory p	anguage Lear progress in m Goal #5C:	ners (ELL) no athematics.	ot making	1	NA			
2012	Current	Level of Perf	ormance:		,	2013 Expected Level of Performance:			
NA					1	NA			
			Problem-So	Iving Process	to In	crease Studer	nt Ach	ievement	
	Antic	ipated Barrie	r St	rategy		Person or Position sponsible for Monitoring		rocess Used to Determine ffectiveness of Strategy	Evaluation Tool
1	NA		NA		NA		NA		NA
Based	on the a	analysis of stud	dent achievem	ent data, and n	efere	nce to "Guiding	ı Ques	tions", identify and	define areas in need

of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making

	satisfactory progress in mathematics. Mathematics Goal #5D:			No data reported.		
2012	2012 Current Level of Performance:			2013 Expected Level of Performance:		
No da	ata reported.	N	No data reported.			
	Pr	oblem-Solving Process	to Inc	rease Studen	t Achievement	
	Anticipated Barrier	Strategy	Res	Person or Position ponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA		NA	NA

	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:						
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:			NA	NA			
2012	Current Level of Perforn	nance:	2013 Expected	Level of Performance:			
Not data to report.			NA	NA			
	Pr	oblem-Solving Process t	o Increase Studer	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	NA	NA	NA	NA	NA		

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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: Eighty-six percent of students will be proficient on the 2012 1a. FCAT2.0: Students scoring at Achievement Level 3 in FCAT. Progress will be measured by increasing the number of students earning within three years proficiency in each grade mathematics. level and sub-group based on the Developmental Scale Score. Students who have shown proficiency based on 2012 Mathematics Goal #1a: FCAT will maintain proficiency level or increase DSS by one grade level. 2012 Current Level of Performance: 2013 Expected Level of Performance: Grade 6: 14 students tested 7% (1) Grade 7: 19 students tested 0% (0) Students will increase DSS by one grade level. Grade 8: 20 students tested 0% (0)

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

	Pr	oblem-Solving Process t	o Increase Studer	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Attendance, transition, and "buy-in"	1. Teachers, instructional paraprofessionals, and students will participate	Cindy Lowe Tammy Bombly	Marion County Instructional Evaluation System	FAIR Test FCA Test
1		in scheduled data conferences.	Katie Vernon	Classroom Walk-through	Successmaker
'			Keith Evans	Lesson Plan Review	Attendance
				Behavior Data Review	Individual Education Plan
				Attendance	
	issues who are working	1. Teachers will follow MCSD Focus Calendar as part of the Continuous	Cindy Lowe Tammy Bombly	Marion County Instructional Evaluation System	Benchmark Test FCA Test
	near or below grade level	2. Students in grades 3-8	Katie Vernon	Staff Development	Successmaker
		will utilize the Successmaker Reading	Keith Evans	Classroom Walk-through	Instructional Self- Assessment
		and Math Program.		Lesson Plan Review	
2		3. Teachers will teach literacy in the content areas across all curriculums.			
		4. Tutor will provide individual and small group support for remediation and enhancement.			
		5.Resource teacher will provide remediation in small groups.			

	I on the analysis of studen provement for the following	it achievement data, and reg group:	eference to "Guiding	Questions", identify and o	define areas in need	
			Students taking	Students taking Comparative Florida Alternate Assessment will increase by one level.		
2012	Current Level of Perforr	mance:	2013 Expected	d Level of Performance:		
Grade	e 6: NA e 7: 2 stduents tested, sco 8: NA	ring a level 5 and level 8	Students will in	Students will increase by one level.		
	Pi	roblem-Solving Process t	to Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Attendance, transition, and "buy-in"	1. Teachers, instructional paraprofessionals, and students will participate in scheduled data conferences.	Cindy Lowe Tammy Bombly Katie Vernon Keith Evans	Marion County Instructional Evaluation System Classroom Walk-through Lesson Plan Review	FAIR Test Successmaker Attendance Individual Education Plan	
				Behavior Data Review		

Attendance

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: Eighty-six percent of students will be proficient on the 2013 2a. FCAT 2.0: Students scoring at or above Achievement FCAT. Progress will be measured by increasing the number of students earning within three years proficiency in each grade Level 4 in mathematics. level and sub-group based on the Developmental Scale Score. Students who have shown proficiency based on 2012 Mathematics Goal #2a: FCAT will maintain proficiency level or increase DSS by one grade level. 2012 Current Level of Performance: 2013 Expected Level of Performance: Grade 6: 14 students tested 0% (0) Grade 7: 19 students tested 5% (2) Students will increase DSS by one grade level. Grade 8: 20 students tested 0% (0) Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Effectiveness of Responsible for Monitoring Strategy Attendance, transition, 1. Teachers, instructional Cindy Lowe Marion County FAIR Test and "buy-in" paraprofessionals, and Instructional Evaluation FCA Test students will participate Tammy Bombly System in scheduled data Staff Development conferences. Katie Vernon Successmaker 2. Students will Keith Evans Classroom Walk-through Attendance participate in an articulation meeting to Lesson Plan Review Behavior Data discuss Graduation Plan. Attendance

	on the analysis of studen provement for the following		eference to "Guidin	g Questions", identify and	define areas in need	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:			,	Students taking Comparative Florida Alternate Assessment will increase by one level.		
2012	Current Level of Perforn	nance:	2013 Expected	2013 Expected Level of Performance:		
Grade 6: NA Grade 7: 2 students tested, scoring a level 5 and level 8 Grade 8: NA			,	Students taking Comparative Florida Alternate Assessment will increase by one level.		
	Pr	oblem-Solving Process t	to Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	Attendance, transition, and "buy-in"	1. Teachers, instructional paraprofessionals, and students will participate	Cindy Lowe Tammy Bombly	Marion County Instructional Evaluation System	FAIR Test FCA Test	

Katie Vernon

Keith Evans

in scheduled data

2. Students will

participate in an articulation meeting to

discuss Graduation Plan.

conferences.

Behavior Data

Staff Development

Lesson Plan Review

Attendance

Classroom Walk-through

Successmaker

Attendance

Behavior Data

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:					
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Eighty-six percent of students will be proficient on the 2013 FCAT. Progress will be measured by increasing the number of students earning within three years proficiency in each grade level and sub-group based on the Developmental Scale Score. Students who have shown proficiency based on 2012 FCAT will maintain proficiency level or increase DSS by one grade level				
2012 Current Level of Performance:	2013 Expected Level of Performance:				

Behavior Data

Students will increase DSS by one grade level.

Problem-Solving Process to Increase Student Achievement

Grade 6: 14 students tested, 57% (8) matched 3%(1) Grade 7: 19 students tested, 84% (15) matched 15% (3)

Grade 8: 20 students tested, 80% (15) matched 3% (1)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Attendance, transition, and "buy-in"	1. Teachers, instructional paraprofessionals, and		Staff Development	FAIR Test
		students will participate in scheduled data	Tammy Bombly	Classroom Walk-through	FCA Test
1		conferences.	Katie Vernon	Lesson Plan Review	Successmaker
			Keith Evans	Attendance	Attendance
				Behavior Plann	Behavior Plan
	ESE students with emotional and behavioral	1. Teachers will follow MCSD Focus Calendar as	Cindy Lowe	Staff Development	FAIR Test
	issues who are working below grade level	part of the Continuous Improvement Model.	Tammy Bombly	Classroom Walk-through	FCA Test
	Below grade level	Students in grades 3-7 will utilize the	Katie Vernon	Lesson Plan Review	Successmaker
		Successmaker Reading			Individual
2		and Math Program. 3. Teachers will teach			Education Plan
		literacy in the content areas across all			
		curriculums. 4. Tutor will provide			
		individual and small group			
	ESE students needing	instructional support. 1. Teachers will enhance	Cindy Lowe	Lesson Plans	FCA Test Results
		instructionn through			Benchmark Test
3		multi-modes to increase student engagement.	Tammy Bombly	Classroom Walk-through	Results.
			Katie Vernon		Individual
		Teachers will use Thinking Map strategies.	Emily Parker		Education Plan

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:

	Students taking Comparative Florida Alternate Assessment will increase by one level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 6: NA	

Grade 7: 2 students tested, scoring a level 5 and level 8 Grade 8: NA

Students taking Comparative Florida Alternate Assessment will increase by one level.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	ESE students with emotional and behavioral	1. Students in grades 3-7 will utilize the	Cindy Lowe	Staff Development	FAIR Test
	issues who are working below grade level	Successmaker Reading and Math Program.	Tammy Bombly	Classroom Walk-through	FCA Test
	Ü	2. Teachers will teach literacy in the content	Katie Vernon	Lesson Plan Review	Successmaker
1		3	Emily Parker		Individual Education Plan
	ESE students needing Differeniated Instruction.	1. Teachers will enhance instructionn through	Cindy Lowe	Staff Development	Individual Education Plan
2		multi-modes to increase student engagement.	Tammy Bombly	Lesson Plans	
		Thinking Map Strategies.	Katie Vernon	Classroom Walk-through	
			Emily Parker		

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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.

Mathematics Goal #4:

FCAT. Progress will be measured by increasing the number of students earning within three years proficiency in each grade level and sub-group based on the Developmental Scale Score. Students who have shown proficiency based on 2012 FCAT will maintain proficiency level or increase DSS by one grade level

Eighty-six percent of students will be proficient on the 2013

2012 Current Level of Performance:

2013 Expected Level of Performance:

Grade 6: 57% of students matched, 3% made gains Grade 7: 84% of students matched, 15% made gains Grade 8: 80% of students matched, 3% made gains

Students will increase DSS within 3 years of proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance, transition, and "buy-in"				FAIR Test FCA Test
			Katie Vernon	Lesson Plan Review	Successmaker
	ESE students with emotional and behavioral issues who are working below grade level	Teachers will follow MCSD Focus Calendar as part of the Continuous Improvement Model.	Cindy Lowe Tammy Bombly	Staff Development Classroom Walk-through	FAIR Test FCA Test
2		2. Students in grades 3-7 will utilize the Successmaker Reading and Math Program. 3. Teachers will teach literacy in the content areas across all curriculums.	Katie Vernon	Lesson Plan Review	Successmaker Individual Education Plan

			and tutor v	tional coach will provided and small group				
Based	l on Amb	itious but Achiev	able Annual	Measurable Ob	jectives (AMOs)	AMC	0-2, Reading and Math Pe	erformance Target
Measi	urable Ob I will red	but Achievable A Djectives (AMOs) Uce their achiev	. In six year	Based on Objectiv	es (AMO's), M	t Acl	nievable Annual Measu matics Performance Ta by 50 percentage poi	rget
Baseline data 2010-2011 2011-2012 2012-2013 2013-2014 2							2015-2016	2016-2017
		12	2	32	42		52	
		analysis of stude			eference to "Gui	ding	Questions", identify and	define areas in need
Hispa satis	anic, Asia factory p	ubgroups by e an, American II progress in ma Goal #5B:	ndian) not n		NA			
2012	Current	Level of Perfo	mance:		2013 Expe	cted	Level of Performance:	
No da	ıta report		Problem-Sol	lving Process 1	NA to Increase Stu	ıdent	: Achievement	
	Antic		rategy	Person or Position	Responsible for Effectiveness of		Evaluation Tool	
1	NA		NA		NA		NA	NA
of imp 5C. E satis	nglish La factory p	analysis of stude and for the following anguage Learn progress in ma Goal #5C:	ng subgroup: ers (ELL) no		eference to "Gui	ding	Questions", identify and o	define areas in need
2012	Current	Level of Perfo	mance:		2013 Expe	cted	Level of Performance:	
NA					NA			
			Problem-Sol	Iving Process t	to Increase Stu	ıdent	Achievement	
	Anticipated Barrier Strategy				Person or Position Responsible Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA		NA		NA	-	NA .	NA

	on the analysis of studen provement for the following		eference to "Guiding	Questions", identify and o	define areas in need
satis	tudents with Disabilities factory progress in math ematics Goal #5D:	_	FCAT. Progress students earnin level and sub-g Score. Students	ent of students will be pro- will be measured by increa g within three years profic roup based on the Develop s who have shown proficie ain proficiency level or inco	asing the number of ciency in each grade omental Scale ncy based on 2012
2012	Current Level of Perforn	nance:	2013 Expected	d Level of Performance:	
3 Grade 2, 6% Grade 2	e 6: 14 students tested 939 e 7: 19 students tested 839 e (1) Level 4 e 8: 20 students tested 909 percent of SWD making ga	% (10)Level 1, 12% (2) Le % (18)Level 1, 10% (2) Le	Students with D proficiency.	Disabilities will increase DS	S within 3 years of
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	emotional and behavioral issues who are working near or below grade level. MCSD Focus Calendar as part of the Continuous Improvement Model. 2. Students in grades 3-7 Ka		Cindy Lowe Tammy Bombly Katie Vernon	Staff Development Classroom Walk-through Lesson Plan Review	FAIR Test FCA Test Indvidual
1		will utilize the Successmaker Reading and Math Program. 3. Teachers will teach literacy in the content	Keith Evans		Education Plan

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:						
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Eighty-six percent of students will be proficient on the 2013 FCAT. Progress will be measured by increasing the number of students earning within three years proficiency in each grade level and sub-group based on the Developmental Scale Score. Students who have shown proficiency based on 2012 FCAT will maintain proficiency level or increase DSS by one grade level.					
2012 Current Level of Performance:	2013 Expected Level of Performance:					
Grade 6: 14 students tested 90% (12) Level 1, 10% (2)Level 3 Grade 7: 19 students tested 82% (15) Level 1, 12% (2) Leve 2, 6% (1) Level 4 Grade 8: 20 students tested 90% (18) Level 1, 10% (2) Leve 2 Total percent of SWD making gains 21%(4)	Student proficiency rate will increase by ten percent.					
Problem-Solving Process to Increase Student Achievement						

areas across all curriculums.

Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Students who are 1. Kingsbury will Tammy Bombly Number of Students FAIR Test Results FCA Test Results economically coordinate with Title I to enrolled at SES Beth Nelson Benchmark Test disadvantaged. increase number of students enrolled in after Results school tutoring program

Florida Alternate Assessment High School Mathematics Goals

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

	d on the analysis of stude ed of improvement for th		and reference to "G	uiding Questions", identi	fy and define areas		
Leve	orida Alternate Assessi Is 4, 5, and 6 in mathel dematics Goal #1:		g at NA				
2012	2 Current Level of Perfo	rmance:	2013 Expect	ed Level of Performand	ee:		
NA			NA				
	Pro	blem-Solving Process	to Increase Stud	ent Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	NA	NA	NA	NA	NA		
in nee 2. Flo or ab	d on the analysis of stude ed of improvement for the orida Alternate Assessi bove Level 7 in mathem dematics Goal #2:	e following group: ment: Students scorin		uiding Questions", identi	fy and define areas		
2012	? Current Level of Perfo	rmance:	2013 Expect	ed Level of Performand	ee:		
NA			NA	NA			
	Pro	blem-Solving Process	to Increase Stud	ent Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	NA	NA	NA	NA	NA		
in nee	d on the analysis of stude ed of improvement for th orida Alternate Assessi ing learning gains in ma	e following group: ment: Percent of stude	ents	uiding Questions", identi	fy and define areas		
Math	nematics Goal #3:		NA				
2012	? Current Level of Perfo	ormance:	2013 Expect	2013 Expected Level of Performance:			
NA			NA	ΝΔ			

Problem-Solving Process to Increase Student Achievement							
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	NA	NA	NA	NA	NA		

Algebra End-of-Course (EOC) Goals

	*	When using percentages,	include the number	of students the	percentage represents	(e.g.,	70% (35))).
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Based on the analysis of of improvement for the f		data, and refer	ence to "G	uiding Questions", ident	ify and define areas in need		
1. Students scoring at Algebra Goal #1:	Achievement Level :	3 in Algebra.	NA				
2012 Current Level of	Performance:		2013 Exp	pected Level of Perforr	mance:		
No data reported			NA				
	Problem-Solvin	ig Process to I	ncrease S	tudent Achievement			
Anticipated Barrier Strategy Resp for			on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
		No Data	Submitted				
Based on the analysis of of improvement for the f		data, and refer	ence to "G	uiding Questions", ident	ify and define areas in need		
2. Students scoring at and 5 in Algebra. Algebra Goal #2:	or above Achieveme	ent Levels 4	NA				
2012 Current Level of	Performance:		2013 Expected Level of Performance:				
NA			NA				
	Problem-Solvin	g Process to I	ncrease S	tudent Achievement			
Anticipated Barrier	nticipated Barrier Strategy Pos Res for		on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
		No Data	Submitted				
<u> </u>							

				Algebra Goal :	#				
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			s). In six year	NA 3A :					
Baseline data 2010-2011 2012-2013			2013-201	4	2014-201	5 2015-2016		2016-2017	
		NA	NA	NA		NA		NA	
		analysis of stud		ent data, and r	efere	ence to "Guiding	g Questio	ons", identify and	define areas in ne
		ubgroups by		nite, Black,					
Hispa	anic, Asia	an, American	Indian) not m						
satis	factory p	progress in Alg	gebra.		l	NA			
Algek	ora Goal	#3B:							
2012	Current	Level of Perfo	ormance:		:	2013 Expected	d Level	of Performance	:
No data reported.						NA			
INO GE	па героп	eu.							
			Problem-Sol	ving Process	toIn	ncrease Studer	nt Achie	evement	
Anticipated Barrier Strategy					Person or Position	1	ocess Used to Determine	Final method To	
	Anticipated Barrier S ¹		Re		esponsible for Monitoring	Effectiveness of Strategy		Evaluation To	
1	NA		NA	NA			NA		NA
	·		'						
		analysis of stud at for the follow		ent data, and r	refere	ence to "Guiding	g Questio	ons", identify and	define areas in ne
	_	anguage Leari		t making					
satisi	factory p	progress in Alg	gebra.		ı	NA			
Algek	ora Goal	#3C:							
2012	Current	Level of Perfo	ormance:		:	2013 Expected Level of Performance:			
No da	ıta report	ed.				NA			
			Problem-Sol	ving Process	toIn	ncrease Studer	nt Achie	evement	
						Person or Position		ocess Used to Determine fectiveness of	Evaluation Too
	Antic	ipated Barrier	- St	rategy		sponsible for Monitoring		Strategy	
1	Antic NA	ipated Barrier	NA St	rategy			NA		NA

3D. Students with Disabilities (SWD) not making

	factory progress in Alge ora Goal #3D:	bra.	NA	NA					
2012	Current Level of Perform	mance:	2013 Expecte	2013 Expected Level of Performance:					
No da	ita reported.		NA	NA					
	Pr	roblem-Solving Process	to Increase Stude	ncrease Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
1	NA	NA	NA	NA	NA				
Rasor	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: 3E. Economically Disadvantaged students not making satisfactory progress in Algebra. NA Algebra Goal #3E: 2013 Expected Level of Performance: 2012 Current Level of Performance: No data reported NA Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier **Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy NA NA NA NΑ NA

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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:

1. Students scoring at Achievement Level 3 in Geometry.

Geometry Goal #1:

2012 Current Level of Performance:

NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	

					_		_			
				chievement data, owing group:	and r	reference to	"Gui	iding Questions", id	entify	and define areas
4 and	udents scor d 5 in Geome netry Goal #	etry.	ove	Achievement Le	vels	NA				
2012 Current Level of Performance:						2013 Exp	ecte	d Level of Perform	nance):
NA					NA					
		Prol	olem	n-Solving Process	s to I	ncrease St	tuder	nt Achievement		
	Anticipate	ed Barrier		Strategy	R	Person or Position esponsible Monitorin	for	Process Used t Determine Effectiveness o Strategy		Evaluation Tool
1	NA		NA		NΑ			NA		NA
Based Targe		us but Achie	vable		le Ob	ojectives (Al	MOs)	, AMO-2, Reading a	nd M	ath Performance
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Geometry Goal #										<u> </u>
	seline data 011-2012	2012-201	13	2013-2014		2014-201	15	2015-2016		2016-2017
				chievement data, owing subgroup:	and r	reference to	"Gui	iding Questions", id	entify	and define areas
Hispa		American I	ndia	city (White, Blacl n) not making try.	k,					
Geon	netry Goal #	⁴ 3B:								
2012	Current Lev	vel of Perfo	rma	nce:		2013 Exp	ecte	d Level of Perform	ance	: :
		Prol	olem	n-Solving Process	s to I	ncrease St	tuder	nt Achievement		
Anticipated Barrier Strategy Posit Responsion				on or tion ponsible itoring	Dete Effe	cess Used to ermine ctiveness of tegy	Eval	uation Tool		

	No	Data	Submitted		
	f student achievement data, for the following subgroup:	and r	reference to	o "Guiding Questions", id	entify and define areas
3C. English Language satisfactory progress	Learners (ELL) not making in Geometry.	9			
Geometry Goal #3C:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Positi Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data	Submitted		
	f student achievement data, for the following subgroup:	and r	eference to	o "Guiding Questions", id	lentify and define areas
3D. Students with Disa satisfactory progress Geometry Goal #3D:	abilities (SWD) not making in Geometry.	l			
2012 Current Level of	Performance:		2013 Exp	ected Level of Perform	nance:
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Posit Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.

Geometry Goal #3E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

No Data Submitted

Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

End of Geometry EOC Goals

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	and/or DLC	PD Participants (e.g. , PLC, subject, grade level, or school- wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Thinking Maps	K-12	Emily Parker Anna Rooks	K-12 Content, Intensive, and Self- Contained ESE	August 14, October 16, and a PLC group every Thursday morning.	Lesson Plans, Evaluations	Principal and Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Mate	erial(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differeniated Instruction	Instructional Coach	Title I A	\$3,594.33
			Subtotal: \$3,594.33
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Individual or small group intensive instruction.	Tutor	Title I A	\$8,529.00
Instructional Coach and Resource Teacher	Instructional Coach	Title I A	\$14,377.00
			Subtotal: \$22,906.00
			Grand Total: \$26,500.33

End of Mathematics Goals

* Whe	n using percentages, inclu	de the number of studen	ts the percentage re	oresents (e.g., 70% (35))			
	d on the analysis of stud in need of improvemen			Guiding Questions", ide	ntify and define		
Leve	CAT2.0: Students scor	ring at Achievement	NA	NA			
Scier	nce Goal #1a:						
2012	Current Level of Perfo	ormance:	2013 Expect	ed Level of Performan	ce:		
NA			NA				
	Prob	lem-Solving Process	to Increase Stud	ent Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	NA	NA	NA	NA	NA		
2	NA	NA	NA	NA	NA		
Stud Scier	lorida Alternate Assesents scoring at Levels ace Goal #1b: Current Level of Perfo	4, 5, and 6 in science	NA 2013 Expect	2013 Expected Level of Performance: NA			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	NA	NA	NA	NA	NA		
areas 2a. F Achie Scier	d on the analysis of studin need of improvement CAT 2.0: Students scoevement Level 4 in science Goal #2a:	t for the following grou ring at or above ence.	p: NA	Guiding Questions", ide			
NA			NA	NA			

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:			NA		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
NA			NA		
	Problem-Solving Proces	ss to I	ncrease S	Student Achievemen	t
Anticipated Barrier	Strategy	Posi Resp for	on or tion ponsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

Florida Alternate Assessment High School Science Goals

	3	lent achievement data, a t for the following group:		Guiding Questions", ider	ntify and define	
Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:			NA NA			
2012 Current Level of Performance:			2013 Expecte	ed Level of Performan	ce:	
NA			NA	NA		
	Prob	lem-Solving Process to	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	NA	NA	NA	NA	NA	

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

	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:					
at or	orida Alternate Assess above Level 7 in scier nce Goal #2:	ment: Students scorin nce.	g NA	NA		
2012 Current Level of Performance:			2013 Expecte	ed Level of Performan	ce:	
NA			NA	NA		
	Prob	lem-Solving Process to	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	NA	NA	NA	NA	NA	

Biology End-of-Course (EOC) Goals

		ent achievement data, at for the following group:		Guiding Questions", ider	ntify and define	
Biolo	udents scoring at Achi gy. gy Goal #1:	evement Level 3 in	NA	NA		
2012	Current Level of Perfo	ormance:	2013 Expecte	ed Level of Performand	ce:	
NA			NA	NA		
	Prob	lem-Solving Process to	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	NA	NA	NA	NA	NA	

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:					
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.	NA				
Biology Goal #2:					
2012 Current Level of Performance:	2013 Expected Level of Performance:				
NA	NA				

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

Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	NA	NA	NA	NA	NA	

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring		
	No Data Submitted							

Science Budget:

- ·			Available
Strategy	Description of Resources	Funding Source	Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Developn	nent		
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

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

	FCAT 2.0: Students scor and higher in writing.	ing at Achievement Le	On the 2013 F	CAT Writes 60% of all st	tudents tested will
Writi	ing Goal #1a:		achieve a 3.5 (or above.	
2012	2 Current Level of Perfo	rmance:	2013 Expecte	d Level of Performanc	e:
Grad	e 4: 11 students tested, e 8: 19 students tested, e 10: 18 students tested	2.2 mean scale score	The mean scalof all students	e score wil increase to 3 tested.	3.5 for 60 percent
	Pro	blem-Solving Process t	o Increase Stude	ent Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too
1	1. Students working below grade level 2. Attendance 3. Student "buy-in" 4. Student emotional and behavioral issues	1. Teachers will utilize Thinking Maps during classroom instruction. 2. Teachers will follow MCSD Demand Writes as part of the Continuous Improvement Model. 3. Teachers and students will participate in scheduled data conferences. 4. Students will participate in remediation and enrichment activities as part of an extended day.	Tammy Bombly	Demand Writes, Lesson Plan Review, IPDP	Demand Writes, FCAT

1	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:						
at 4 d	lorida Alternate Assess or higher in writing. ng Goal #1b:	sment: Students scorin	g NA	NA			
2012 Current Level of Performance:			2013 Expecte	2013 Expected Level of Performance:			
NA			NA	NA			
	Pro	olem-Solving Process t	o Increase Stude	ent Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	NA	NA	NA	NA	NA		

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Writing Budget:

			Available
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differeniated Instruction	Instructional Coach	Title I A	\$3,594.33
			Subtotal: \$3,594.33
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Support and student resource	Instrutional Coach	Title I A	\$14,377.00
			Subtotal: \$14,377.00
			Grand Total: \$17,971.3

End of Writing Goals

Civics End-of-Course (EOC) Goals

1	d on the analysis of stude ed of improvement for the	ent achievement data, and e following group:	d reference to "Gu	iding Questions", identi	fy and define areas	
1. St	udents scoring at Achie	evement Level 3 in Civid				
Civic	s Goal #1:		N/A	N/A		
2012	2 Current Level of Perfo	rmance:	2013 Expected	2013 Expected Level of Performance:		
N/A			N/A	N/A		
	Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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

ı	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:							
	udents scoring at or ab I 5 in Civics.	ove Achievement Leve	els N/A	N/A				
Civics	s Goal #2:							
2012	Current Level of Perfo	rmance:	2013 Expecte	2013 Expected Level of Performance:				
N/A			N/A	N/A				
	Prol	olem-Solving Process t	o Increase Stude	nt Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1	N/A	N/A	N/A	N/A	N/A			

N/A

N/A

N/A

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

 ${\it Please note that each Strategy does not require a professional development or PLC activity.}$

N/A

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Civics Budget:

Evidence-based Progra	m(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Developme	ent		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00

Grand Total: \$0.00

End of Civics Goals

U.S. History End-of-Cource (EOC) Goals

* Whe	n using percentages, includ	de the number of students	s the	percentage repre:	sents (e.g., 70% (35)).		
	d on the analysis of studeed of improvement for th		and r	reference to "Gu	iiding Questions", identif	y and define areas	
Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:				N/A			
2012	! Current Level of Perfo	ormance:		2013 Expecte	d Level of Performanc	e:	
N/A				N/A			
	Pro	blem-Solving Process	s to I	ncrease Stude	nt Achievement		
	Anticipated Barrier	Strategy	R	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A	N/A	N/	A	N/A	N/A	
in nee 2. St 4 and	d on the analysis of studed of improvement for the udents scoring at or ald 5 in U.S. History. History Goal #2:	e following group:		reference to "Gu N/A	ilding Questions", identif	y and define areas	
2012	Current Level of Perfo	ormance:		2013 Expected Level of Performance:			
N/A N/A							
	Pro	blem-Solving Process	s to I	ncrease Stude	nt Achievement		
	Anticipated Barrier	Strategy	R	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A	N/A	N/	A	N/A	N/A	
1	l	1			l	ı	

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	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

U.S. History Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference of improvement:	to "Guiding Questions", identify and define areas in need
Attendance Attendance Goal #1:	In 2011-2012, Kingsbury Academy exceeded the daily attendance goal of 80% with a rate of 81%. For 2012-2013, KBA will increase the daily attendance rate to 83%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
During the 2011-2012 school year 81 percent of students enrolled attended daily.	Eighty-three percent of curently enrolled students will attend daily.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
One Hundred forty-three Students had Excessive Absences in the 2011-12 school year.	One Hundred students or less students will have Excessive Absences during the 2013 school year.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

- 1	Four Students had Excessive Tardies in the 2011-12 school year.				Two Students or less will have Excessive Tardies in the 2013 school year.		
		Pro	blem-Solving Process t	o Increase Stude	Increase Student Achievement		
		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	1	Parent Involvement Students working below grade level Students credit/unit deficient	Frequent Communication with Parents Remediation Thinking Maps Credit/unit Recovery Alert Now	Homeroom Teacher Therapist	Daily Attendance	Phone Logs, Credit/unit Recovery completion	

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring	
	No Data Submitted						

Attendance Budget:

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Developn	nent		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Suspension Goal(s)

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

	Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
	spension			Reduce the number of Out-of-School Suspension to 100		
Susp	Suspension Goal #1:			numbe	er of students to 100.	
2012	Total Number of In-Sc	hool Suspensions	2013 Ex	pecte	d Number of In-School	Suspensions
0			0	0		
2012	Total Number of Stude	ents Suspended In-Scho	2013 Ex School	pecte	d Number of Students	Suspended In-
0			0			
2012	Number of Out-of-Sch	ool Suspensions	2013 Expens		d Number of Out-of-Sc	hool
Student Suspension Rates 2010-2011: 274 2011-2012: 144 OSS days while students were enrolled in KBA.			d in 100	100		
2012 Scho	? Total Number of Stude ol	ents Suspended Out-of-		2013 Expected Number of Students Suspended Out- of-School		
2010- 2011-	ent Suspension Rates -2011: 74 -2012: 130 students that led at KBA (out of 402).	received OSS while	100	100		
	Prol	olem-Solving Process t	o Increase S	Stude	nt Achievement	
	Anticipated Barrier	Strategy	Person o Position Responsibl Monitori	n le for	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Kingsbury Academy serves students placed in an alternative environment due to behavioral difficulties.	 Targeted Aggression Control Training Daily group therapy for secondary students. School-wide behavior modification system. Sight and sound supervision Weekly parent contact. Rtl process to provide additional interventions as needed. 	Principal Executive Di		Behavior Data Graphs	Treatment Registers Behavior data tracking

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
		N	No Data Submitted	b		

Suspension Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
	-		Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developn	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

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 (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:				
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.	Reduce the amount of student dropouts by 2% for the 2012-2013 school year.			
2012 Current Dropout Rate:	2013 Expected Dropout Rate:			
Approximately 10% (7 of 75) 1 student was coded as W05 (students 16+ who left voluntarily with no-intent to reenroll) 6 students were coded as W13 (withdrawn due to court action, not djj)	Approximately 10% (7 of 75)			
2012 Current Graduation Rate:	2013 Expected Graduation Rate:			

Approximately 82% (7 of 9)of seniors graduated.			Approximately	83% (10 of 12) of senior	rs will graduate.	
	Problem-Solving Process to Increase Student Achievement					
		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1	 Kingsbury serves a transient population. Students are credit deficient. DJJ affiliation. 	Offer Credit Recovery. Provide Diploma Options for students.	Tammy Bombly	Monitor student withdrawals	Data

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Dropout Prevention Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: 1. Parent Involvement To develop open healthy communication and parental Parent Involvement Goal #1: involvement with a minimum of 75% of the parents whose students are involved with Kingsbury Academy as *Please refer to the percentage of parents who demonstrated by the response on the Parent Survey and participation in the quarterly Parent Activity Involvement participated in school activities, duplicated or Nights. unduplicated. 2012 Current Level of Parent Involvement: 2013 Expected Level of Parent Involvement: Twenty percent of parents participated in Parent Activity Fifty Percent of parents will participate in Parent Activity Involvement Night. Involvement Night. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Evaluation Tool Anticipated Barrier** Strategy Responsible for Effectiveness of Monitoring Strategy Due to the economic To develop open Cindy Lowe Review Attendance at Parent contact hardship of many of our healthy communication Parent Parties. logs parents, many are and parental Tammy Bombly unable to attend due to involvement with a Document Parent Parent Survey transportion difficulties minimum of 50% of the attendance at IEP and the location of our parents whose students meetings. Parent school in proximity to are involved with Participation Review of provided home addresses. Kingsbury Academy as Kingsbury Academy demonstrated by the feedback forms or serves students county response on the Parent surveys. wide. Survey and participation in the quarterly Parent Activity Involvement Nights.

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 /Topi and/or PLC Focus		PD Facilitator and/or PLC Leader	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Parent Involvement Budget:

Evidence-based Progr		Funding Course	Available
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

	5		Available
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
		-	Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Communication through newsletters and post cards	Stamps	Title I A	\$880.00
Provide opportunity for parents to be involved during school day and have lunch with the Principal.	Refreshments	Title I A	\$425.00
			Subtotal: \$1,305.00
			Grand Total: \$1,305.00

End of Parent Involvement Goal(s)

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

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

Based	Based on the analysis of school data, identify and define areas in need of improvement:						
1. ST	1. STEM						
STEM	1 Goal #1:		N/A	N/A			
	Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	N/A	N/A	N/A	N/A	N/A		

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
	,	N	No Data Submitted	d		

			Available
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developn	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:							
1. CTE							
CTE Goal #1:			N/A	N/A			
Problem-Solving Process to Increase Student Achievement							
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	N/A	N/A	N/A	N/A	N/A		

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Progr	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		-	Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developn	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Goal ————————————————————————————————————	Strategy	Description of	Lunding Source	
Reading		Resources	Funding Source	Available Amoun
teaurig	NA	NA	NA	\$0.00
CELLA	NA	NA	NA	\$0.00
Science	NA	NA	NA	\$0.00
Civics	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.0
echnology				
Goal	Strategy	Description of Resources	Funding Source	Available Amoun
Reading	NA	NA	NA	\$0.0
CELLA	NA	NA	NA	\$0.00
Science	NA	NA	NA	\$0.00
Civics	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.0
Professional Developme	ent			
Goal	Strategy	Description of Resources	Funding Source	Available Amoun
Reading	Differeniated Instruction	Instructional Coach	Title I A	\$3,594.3
CELLA	NA	NA	NA	\$0.0
Mathematics	Differeniated Instruction	Instructional Coach	Title I A	\$3,594.3
Science	NA	NA	NA	\$0.0
Writing	Differeniated Instruction	Instructional Coach	Title I A	\$3,594.3
Civics	N/A	N/A	N/A	\$0.0
Attendance	N/A	N/A	N/A	\$0.0
				Subtotal: \$10,782.9
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amour
Reading	Instructional Coach	Resource and classroom support for instruction	Title I A	\$14,377.0
CELLA	NA	NA	NA	\$0.0
Mathematics	Individual or small group intensive instruction.	Tutor	Title I A	\$8,529.0
Mathematics	Instructional Coach and Resource Teacher	Instructional Coach	Title I A	\$14,377.0
Writing	Instructional Support and student resource	Instrutional Coach	Title I A	\$14,377.0
Civics	N/A	N/A	N/A	\$0.0
Attendance	N/A	N/A	N/A	\$0.0
Parent Involvement	Communication through newsletters and post cards	Stamps	Title I A	\$880.0
Parent Involvement	Provide opportunity for parents to be involved during school day and have lunch with the Principal.	Refreshments	Title I A	\$425.0
				Subtotal: \$52,965.0

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	j n NA

Are you a reward school: jn Yes jn No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 9/7/2012)

School Advisory Council

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.



No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Kingsbury Academy will invite staff, parents and community members to participate in our SAC during registration, orientation, and parent activities nights. In addition we will work to adhear to SAC by-laws.

Kingsbury Academy School Advisory Council

By-Laws

ARTICLE I: NAME

The name of this organization shall be the Kingsbury Academy School Advisory Council

ARTICLE II: PURPOSE

The Kingsbury Academy School Advisory Council is established to:

- a. Perform the duties mandated for school advisory councils in the statues of the State of Florida
- b. Provide members of Kingsbury Academy (parents, students, teachers, and educational support employees) and the community the opportunity to give input to the school improvement process to include evaluation of data to develop the SIP, and evaluation of the SIP
- c. To act as a forum for discussion on issues important to the school

ARTICLE III: MEMBERSHIP

The selection for membership to the Kingsbury Academy SAC is offered to every parent whose child is enrolled at Kingsbury. A survey is completed upon admission and all parents who document their interest in the SAC are invited to the first meeting. Appointment to the SAC is made after parents attend 2 SAC meetings as voting members.

ARTICLE IV. ELIGIBILITY

Kingsbury Academy SAC shall be comprised of the principal, student services coordinator, students on executive status, parents, teachers, educational support employees and interested members of the community. All interested persons are eligible for consideration for membership to the advisory council

SECTION 2: DUTIES

The School Advisory Council shall perform the following duties:

- a. Assist in the preparation and evaluation of and approve the annual School Improvement Plan required by Section 230.23 (16), Florida Statutes.
- b. Define adequate progress for the school and for each school goal in the School Improvement Plan.
- c. Provide input into the budget for school improvement at Kingsbury Academy
- d. Perform those functions as prescribed in the School Improvement Plan
- e. Provide notice, meet, and maintain minutes of meetings in accordance with Florida Statute 286.011.
- f. Review reports regarding the performance of students and educational programs.

SECTION 3: COUNCIL SIZE and COMPOSITION

The intent of the Kingsbury Academy SAC is that all interested personas shall be allowed to serve on the Advisory Council with the following restrictions.

- a. A majority (greater than 50%) of the members of the council must be persons not employed by the school
- b. The SAC must be representative of the ethnic, racial and economic make-up of the community served by the school
- c. The Advisory Council will have a minimum of 10 members
- d. The principal shall be a permanent member, but may not serve as Chair
- e. A minimum of two students who have achieved Executive Status will be Advisory Council Members
- f. Membership may include Business partnerships

SECTION 4: NOMINATION AND ELECTION

- A. Prospective members shall be selected based on their expressed interest in participating in the SAC as demonstrated on the admission survey and attendance
- B. Members must attend 2 meetings to have voting privileges and become members
- C. Students must have achieved Executive Status to be recommended to attend
- D. Teachers will be selected based on their availability during the meeting time so not to take away time from the students
- E. Community members are invited based on their interaction with the students, staff and services at Kingsbury Academy
- F. The Business Partner shall be identified based on interest from the community.
- G. The names of the newly elected members will be forwarded to the School Board for approval and documented on the SIP website.

SECTION 5: TERM OF MEMBERSHIP

- A. The term of office shall be one year. A member may serve no more that four consecutive terms
- B. A member must attend at least 2 consecutive meetings during the year
- C. Any member may resign from the Advisory Council upon written notice to the Chair
- D. A member may be terminated by two-thirds vote of the Advisory Council

Grounds for termination may include:

- · Conduct unbecoming a member
- · Actions prejudicial to the school or council
- · Lack of attendance when the member has missed two unexcused consecutive absences.

SECTION 6: VOTING PRIVILEGES

Each elected member of the council shall be entitled to one vote

SECTION 7: VACANCIES

Vacancies caused by termination shall be filled by the Chair who will appoint a replacement member from the same peer group. The appointee shall serve for the remainder of the term.

ARTICLE IV: OFFICERS SECTION I. OFFICES

The Advisory Council shall have a Chair, Vice-Chair and a Secretary

SECTION II: ELECTION

Officers shall be nominated and elected by the School Advisory Council at the first regular meeting in September.

SECTION 3: TERMS

Officers shall serve for a term of one year. Any officer may be re-elected to the same office as long as he/she is a member in good standing of the Advisory Council.

SECTION 4: DUTIES

A. Chair:

- Preside at all meetings of the School Advisory Council utilizing Robert's Rules of Order Newly Revised.
- Appoint persons to fill vacancies
- Appoint special committees as needed for the running of the Advisory Council
- Sign documents on behalf of the Advisory Council
- See that all orders and resolutions of the Advisory Council are implemented
- Meet with the Principal regarding the agenda
- B. Vice-Chair:
- Perform the duties of the Chair in his/her absence
- C. Secretary:
- Communicate with non-school members (by telephone, mail or email) prior to meetings
- Keep all records and minutes of the Advisory Council and see that they are distributed to all council members
- Send notice of meetings
- Prepare the agenda

ARTICLE V. COMMITTEES

The Chair, with the Advisory Council Approval, may appoint members to committees to perform special functions. The committees will automatically dissolve at the end of the Advisory Council Term or when their task is completed, whichever comes first.

ARTICLE VI: MEETINGS

All meetings of the Kingsbury Academy School Advisory Committee shall be open to the public. Notice of the meetings to the school community shall be give at least three school days prior to the meetings. Notification shall be sent to all parents in the school newsletter that is distributed in the mail with report cards. Each meeting shall have an agenda, minutes will be recorded and a sign-in sheet of those present will be kept.

SECTION 1: REGULAR MEETINGS

The School Advisory Council shall meet a minimum of 4 times per year. A School Advisory Council meeting call by the Principal shall be held during the first 45 days of the new school year. The SAC shall meet prior to the Parent Night in an effort to have more parental attendance. The dates are: August 21st 11:30, October 23, 4:30, January 13, 4:30, March 26th 4:30 and May 21st 11:30 unless there is a conflict with the school calendar. The regular meeting schedule may be changed as long as notice is given to all Advisory Council members and the school community.

SECTION 2: SPECIAL MEETINGS

Special meetings of the SAC may be called by:

- · Principal
- · The Chair
- A minimum of three members

SECTION 3: QUORUM

At any regular or duly called special meeting a quorum shall consist of a majority of members. Membership shall be established at the 2nd meeting and non attending members withdrawn from the list.

ARTICLE VII: RATIFICATION AND AMENDMENTS

These bylaws may be adopted, amended or revised by a 2/3 vote of the members present at a regular meeting providing the notice of the meeting contains the ext of the proposed revision. Proposed revisions should be submitted in writing to the Chair at least 15 days prior to the next scheduled regular meeting.

ARTICLE VIII: PARLIMENTARY PROCEDURE

The current edition of the Robert's Rules of Order Revised Edition shall be the final source of authority in all questions of parliamentary procedure.

	Projected use of SAC Funds	Amount
NA		\$0.00

Describe the activities of the School Advisory Council for the upcoming year

School Advisory Council will meet 4 times during the school year. The meetings will discuss the implementation of the SIP, PIP, DA, review of Restructuring progress and review of overall program implementation.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012 Adequate Yearly Progress (AYP) Trend Data 2010-2011 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found No Data Found No Data Found