

2013-2014 SCHOOL IMPROVEMENT PLAN

Kingsbury Academy
5895 SE 83RD ST
Ocala, FL 34472
352-245-6784

School Demographics

School Type Combination School	Title I No	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center Yes	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Kingsbury Academy

Principal

Cindy Lowe

School Advisory Council chair

Keith Evans

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Emily Parker	Instructional Coach
Tammy Bombly	Assistant Principal
Katherine Vernon	Assistant Principal
Elizabeth Lazar	Reading Coach
Randall Hensley	Teacher
Richard Bell	Instructional Paraprofessional

District-Level Information

District

Marion

Superintendent

Mr. George D Tomy

Date of school board approval of SIP

11/12/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Keith Evans, Chairman
 Joretta Williams, Parent
 Stacey Wachsmith, Parent
 Beth Lazar, Reading Coach
 Richard Bell, Instructional Paraprofessional

Involvement of the SAC in the development of the SIP

SAC reviewed previous school year data, staffing plan and goals for the upcoming year.

Activities of the SAC for the upcoming school year

SAC will meet quarterly. Four parent nights will be held to encourage parent participation, provide an instructional activity and give opportunity for parent and staff interactions.

Projected use of school improvement funds, including the amount allocated to each project

n/a

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

As a contracted school, Kingsbury Academy is continually recruiting SAC members due to the transient nature of our population. The administrative team is primarily responsible for the SAC.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Cindy Lowe

Principal

Years as Administrator: 6

Years at Current School: 3

Credentials

Master of Education Educational Leadership
 Bachelors of Science Professional Management
 Professional Educator's Certificate Educational Leadership and Business Education

Performance Record

Alternative Improvement Rating:
 2012 - Declining
 FCAT:
 Scale Score - Elementary increasing, Middle decreasing, High decreasing
 Developmental scale score - increasing in all areas except grades 5 and 10
 Proficiency - Increasing

Tammy Bombly		
Asst Principal	Years as Administrator: 7	Years at Current School: 12
Credentials	M.Ed. Educational Leadership B.A. History Professional Educator's Certificate Educational Leadership History ESE	
Performance Record	Alternative Improvement Rating: 2012 - Declining FCAT: Scale Score - Elementary increasing, Middle decreasing, High decreasing Developmental scale score - increasing in all areas except grades 5 and 10 Proficiency - Increasing	

Katherine Vernon		
Asst Principal	Years as Administrator: 3	Years at Current School: 2
Credentials	B.S. Psychology Master of Educational Psychology Education Specialist Educational Leadership Professional Educator's Certificate in ESE	
Performance Record	Alternative Improvement Rating: 2011 - not eligible for a school grade 2012 - Declining FCAT: Scale Score - Elementary increasing, Middle decreasing, High decreasing Developmental scale score - increasing in all areas except grades 5 and 10 Proficiency - Increasing	

Instructional Coaches

# of instructional coaches	1
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Emily Parker		
Part-time / School-based	Years as Coach: 2	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	BA, UWF - PreK/Primary Education MA, UCF Exceptional Education EdS, NLU - Educational Leadership	
Performance Record		

Elizabeth Lazar		
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	Reading/Literacy	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers	15
# receiving effective rating or higher	10, 67%
# Highly Qualified Teachers	53%
# certified in-field	9, 60%
# ESOL endorsed	4, 27%
# reading endorsed	2, 13%
# with advanced degrees	1, 7%
# National Board Certified	0, 0%
# first-year teachers	2, 13%
# with 1-5 years of experience	7, 47%
# with 6-14 years of experience	2, 13%
# with 15 or more years of experience	0, 0%

Education Paraprofessionals**# of paraprofessionals**

16

Highly Qualified

16, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Kingsbury Academy provides comparable compensation for instructional positions to the Marion County School District. Teachers are cleared through the district office. Our administrative team, Cindy Lowe, Tammy Bombly and Katherine Vernon are responsible for recruiting and training teachers.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Beth Lazar/Timothy Montanro and Faith Abagnale; strength of content area; instructional strategies, classroom management, lesson planning.

Emily Parker/Eric McMillian; strength of content area; instructional strategies, lesson planning and classroom management.

Tammy Bombly/Carole Inman; strength of content area; instructional strategies, lesson planning and classroom management.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

All students participate in a cognitive behavior modification system as a part of the program at Kingsbury Academy. This data is collected on a daily basis in approximately 5-minute intervals. Behavior data, therapeutic input and academic progress is discussed in a weekly meeting for each individual student and class. This data guides the staff in determining how to best meet the needs of every at-risk student.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

All students 6-12 grade are already identified and served in the ESE program. MTSS for secondary students is overseen by the Principal and only used when a secondary student specifically requires additional testing for the consideration of another ESE program. Teachers support the process by giving input, collecting data and providing interventions for identified learning needs.

A small amount of regular education elementary students are referred to our program and as a general rule come with a Progress Monitoring Plan (PMP) to be continued. Katie Vernon, the K-6 Assistant Principal oversees the MTSS process for these students, collecting data from the base schools and determining what interventions if any may be continued at Kingsbury. The district assigned school psychologist supports Kingsbury staff in completing the MTSS process. Since the students are only with us for a period of 45 days, we prioritize based on student need.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Principal and Assistant Principals conduct classroom walk throughs and team meetings to facilitate progress. Staff participate in weekly meetings to discuss specific issues related to student progress, individual and group. Adjustments are made to enhance student learning and assist in effective instructional strategies.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Behavior tracking data, grading reports, comprehensive assessments such as FCAT, EOCs, alternative assessment, and district assessments.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Consistently support staff by providing professional development and provide parents ongoing documentation of student's progress. Staff call home weekly to support the problem solving process.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Tammy Bombly	Assistant Principal
Katherine Vernon	Assistant Principal
Emily Parker	Instructional Coach
Marci Grandstaff	HQ Reading Teacher

How the school-based LLT functions

LLT meets the 1st Tuesday of each month from 3-4pm at Kingsbury Academy. The primary function is to ensure KBA is following the MCSD reading plan with fidelity. The secondary function is to diaggregate reading data provided through remediation, intensive reading, FCAT, FCA's and placement tests like STAR to determine instructional and curricular supports needed for staff and students.

Major initiatives of the LLT

The LLT will guide instructional staff in the use of data to improve grade level instruction to help students achieve academic success.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

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.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates 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 to reflect on their learning experiences.

How the school promotes academic and career planning, including advising on course selections, so that each student's 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.

Strategies for improving student readiness for the public postsecondary level

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	25%	10%	No	33%
American Indian				
Asian				
Black/African American	17%	10%	No	25%
Hispanic				
White	38%	17%	No	44%
English language learners				
Students with disabilities	25%	10%	No	33%
Economically disadvantaged	25%	10%	No	33%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	9%	14%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		5%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	54	36%	40%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	[data excluded for privacy reasons]		10%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	21%		No	29%
American Indian				
Asian				
Black/African American	17%		No	25%
Hispanic				
White	28%		No	36%
English language learners				
Students with disabilities	21%		No	29%
Economically disadvantaged	21%		No	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		30%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		10%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		

Area 8: Early Warning Systems**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students in ninth grade with one or more absences within the first 20 days	7	35%	25%
Students in ninth grade who fail two or more courses in any subject	15	33%	25%
Students with grade point average less than 2.0	34	15%	10%
Students who fail to progress on-time to tenth grade	15	33%	25%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	1	1%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	0	0%	2%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Kingsbury Academy desires to have 100% parent participation in one school sponsored event/meeting after registration, i.e. parent nights, parent conference, IEP meetings, graduation.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent night participation	80	42%	50%

Goals Summary

- G1.** Our goal is to have a 6% increase in grades 4-10 in math.
- G2.** Our goal is to have a 6% increase in learning gains for grades 4-10 in Reading.
- G3.** Our goal is to increase parent night participation by 10%.

Goals Detail

G1. Our goal is to have a 6% increase in grades 4-10 in math.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

Resources Available to Support the Goal

- Thinking maps with support from FDLRS
- AIMSweb is used as a diagnostic and progress monitoring tool.

Targeted Barriers to Achieving the Goal

- Students are lacking in basic math skills.

Plan to Monitor Progress Toward the Goal

data will be collected from teacher observations, district and state testing

Person or Persons Responsible

Math teachers, principal, assistant principal and testing coordinator.

Target Dates or Schedule:

weekly data conference

Evidence of Completion:

increase in learning gains on state assessments.

G2. Our goal is to have a 6% increase in learning gains for grades 4-10 in Reading.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal

- Intervention programs Reading Plus, Ticket to Read and Success Maker
- Intensive Reading curriculum
- Thinking map strategy with FDLRS support

Targeted Barriers to Achieving the Goal

- Attendance
- Academic, behavioral and therapeutic needs

Plan to Monitor Progress Toward the Goal

will assess reading data and progress

Person or Persons Responsible

the principal, assistant principals and instructional coaches

Target Dates or Schedule:

Weekly data conferences

Evidence of Completion:

reports from intervention programs (usage and growth reports), teacher observations and testing will demonstrate if growth is occurring.

G3. Our goal is to increase parent night participation by 10%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Staff make weekly phone calls to encourage connection, send home/mail invitations, provide dinner and raffle-like opportunities to encourage participation.

Targeted Barriers to Achieving the Goal

- Transportation resources for our families is limited. The distance between home and school is also a challenge. Financial hardships make it difficult for parents to choose to come.

Plan to Monitor Progress Toward the Goal

Sign in sheets will be used and kept.

Person or Persons Responsible

the office assistant

Target Dates or Schedule:

at every event

Evidence of Completion:

Comparative data will be collected to see when parents are most likely to participate and what means of invitation made them the most informed.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal is to have a 6% increase in grades 4-10 in math.

G1.B1 Students are lacking in basic math skills.

G1.B1.S1 Students are assessed at their present level and identified for an appropriate intervention to increase learning gains.

Action Step 1

Data will be collected from various sources such as classroom assignments and assessments.

Person or Persons Responsible

the principal, assistant principals and math teachers will monitor the data

Target Dates or Schedule

weekly grade book checks and following assessment results

Evidence of Completion

an increase learning gains.

Plan to Monitor Fidelity of Implementation of G1.B1.S1

will monitor classroom instruction

Person or Persons Responsible

the principal and assistant principals

Target Dates or Schedule

during classroom walk-throughs and observations

Evidence of Completion

students engaged in classroom activities

Plan to Monitor Effectiveness of G1.B1.S1

will monitor classroom and testing data

Person or Persons Responsible

the teacher and the principal

Target Dates or Schedule

quarterly

Evidence of Completion

increase in student scores

G2. Our goal is to have a 6% increase in learning gains for grades 4-10 in Reading.

G2.B1 Attendance

G2.B1.S1 Increase number of letters and phone calls to parents relating to student attendance.

Action Step 1

Weekly letters and phone calls to parents about student attendance concerns.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Student attendance data will be recorded and monitored for the amount of instructional time gained.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Teacher and administrator weekly meetings.

Person or Persons Responsible

Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Meeting agendas and teacher journals.

Plan to Monitor Effectiveness of G2.B1.S1

Student attendance records.

Person or Persons Responsible

Teacher and principal

Target Dates or Schedule

Monthly

Evidence of Completion

Student test results (formal and informal) in reading.

G2.B2 Academic, behavioral and therapeutic needs

G2.B2.S1 Students are assessed at their present level and identified for an appropriate intervention to increase learning gains.

Action Step 1

STAR reading assessment and FAIR testing to identify present levels

Person or Persons Responsible

Instructional coaches

Target Dates or Schedule

upon enrollment

Evidence of Completion

AIMSweb data entry and progress monitoring

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Placement testing and intervention enrollment

Person or Persons Responsible

Principal and Instructional Coach

Target Dates or Schedule

Weekly

Evidence of Completion

intervention program reports and instructional coach observation

Plan to Monitor Effectiveness of G2.B2.S1

Data reports including participation and progress

Person or Persons Responsible

Principal and Instructional Coach

Target Dates or Schedule

Weekly

Evidence of Completion

participation and learning gains

G3. Our goal is to increase parent night participation by 10%.

G3.B1 Transportation resources for our families is limited. The distance between home and school is also a challenge. Financial hardships make it difficult for parents to choose to come.

G3.B1.S1 Survey parents of students regarding transportation issues and challenges.

Action Step 1

Parent will be surveyed during the first semester.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

1st Semester

Evidence of Completion

Percent of surveys completed

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Review return rate and send additional surveys to parents that did not respond to the first administration.

Person or Persons Responsible

Principal and assistant principal

Target Dates or Schedule

November 2013

Evidence of Completion

Survey completed.

Plan to Monitor Effectiveness of G3.B1.S1

Survey responses.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

January 2014

Evidence of Completion

Survey Report

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I Part A supports the remediation program at Kingsbury Academy. One support staff is resourced by this funding who provides group and individual remediation in reading and math to enhance the curriculum in the classroom and address deficits based on the testing results. A district sponsored Reading Coach is also provided by Title I A that supports classroom teachers in K-5. The coach models instructional practices, academic centers and introduces new strategies to enhance reading.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Appendix 2: Budget to Support School Improvement Goals