

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MADISON STREET ACADEMY OF VISUAL AND PERFORMING ARTS

District Name: Marion

Principal: Jaycee R. Oliver

SAC Chair: Steve Copeland

Superintendent: James M. Yancey Jr.

Date of School Board Approval: November 8, 2011

Last Modified on: 10/18/2012

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	Jaycee Oliver	Elementary Ed. (1-6); School Principal	3	10	While at Dr. N.H. Jones Elementary School for two years (2003-2005), our school earned a grade of A each year and met 100% of the requirements for AYP. When at Belleview Santos Elementary for two years (2005-2007), our school earned a grade of B each year. The first year BSE made Provisional AYP, making 97% of the criteria. The second year, we did not make AYP; however, our school did meet 95% of the criteria. While at Emerald Shores Elementary for three years (2007-2010), our school earned a C for the first two years and an A for the 2009-2010 year. We did not make AYP any of the three years; however, we did meet 87%, 85% and 87% of the AYP criteria, respectively.
		Bachelors of Science in Elementary Education			As the testing coordinator at Wyomina Park Elementary School, the school earned a grade of an A and met 100% of the AYP criteria for the school year 2008-2009. As

Assis Principal	Stacey Varner	Masters in Educational Leadership Doctor of Education	2	4	the Assistant Principal of Emerald Shores Elementary, the school earned an A for the 2009-2010 school year and a B for the 2010-2011 school year. We did not make AYP; however, we did meet 87% of the AYP criteria.
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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)
We do not have any instructional coaches	None	None			We do not have any instructional coaches.

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)
1	1. Building administrators work to create a positive working environment with additional resources (provided through fundraisers) to support the vision and mission of a visual and performing arts magnet school.	Principal and Assistant Principal	Ongoing throughout the year.	
2	2. School Web Site	Principal and Technology Teacher	Ongoing throughout the year.	
3	3. New Teacher Support Team	Principal and Assistant Principal	May 9, 2013	
4	4. Mentor Assigned	Principal	August 17, 2013	
5	5. Provide Identified Training	Assistant Principal	June 8, 2013	
6	6 Regular Classroom Visits	Principal and Assistant Principal	June 8, 2013	

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
N/A	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
36	0.0%(0)	8.3%(3)	47.2%(17)	44.4%(16)	25.0%(9)	100.0%(36)	13.9%(5)	13.9%(5)	38.9%(14)

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
Kimberly Taylor	Wendy Whitten-Lavery	Same grade level. Mentor is Nationally Board Certified	Attend PEC meetings together. Plan Collaboratively.
Sarah Kelly	Lukeutha Daymon	Same grade level	Plan Collaboratively.
Sara Ward	Judith Giehl	Same grade level	Plan Collaboratively.

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

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.

The school-based MTSS leadership Team is comprised of the following members:

Jaycee Oliver, Principal - expert in disaggregate data
Stacey Varner, Assistant Principal - expert in curriculum and instruction
Joseph Hartman, Guidance Counselor - expert in testing and guidance
Melissa McCain, School Psychologist - expert in diagnostic testing

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

The MTSS Leadership Team, which is the problem solving team or SAT (Student Assistance Team) follows the following process:

Step 1: Problem Identification – identify and define the target problem
Step 2: Problem Analysis – attempt to determine why the problem is occurring
Step 3: Intervention Design - decide what is going to be done about the problem
Step 4: Response to Intervention –Monitor progress and determine “ Is it working?”

The implementation of SAT is a well defined process which begins with the completion of the SAT Request (STS # 35). The Marion County Student Assistance Team Packet steps the team through the 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 MTSS Leadership Team provides support in the following ways: (1) strong administrative support to ensure commitment and resources (2) strong teacher support to share in the common goal of improving instruction and/or behavior and (3) leadership team to build staff support, internal capacity, and sustainability over time. The MTSS Team is responsible for implementing/monitoring the MTSS process and therefore the school will see improvements in curriculum, behavior and attendance over time.

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.

Data management systems assist in decision rules:

Positive Response: The gap is closing. The SAT is able to extrapolate the point at which target student(s) will “come in range” of target – even if this is long range. The level of “risk” lowers over time.

Questionable Response: The rate at which gap is widening slows considerably, but gap is still widening. The gap stops widening but closure does not occur.

Poor Response: The gap continues with no change in rate.

Examples of data management systems: Graphs (chart log, teacher created, etc.) Performance Matters, Benchmark, PMRN, FAIR.

Describe the plan to train staff on MTSS.

Staff will be trained in a large group setting regarding the Response To Intervention program and processes. Faculty meetings will also be used to review and expand knowledge related to RTI. In addition, individualized training will take place in small meetings as specific student needs are identified. Monthly grade level meetings and PMP meetings will continue to support the MTSS process.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Each grade level team of teachers selects one member to be on the Literacy Leadership Team. Additionally two teachers from the among the Special Area teaching staff (art, drama, music, Spanish, technology, dance and physical education, gifted, and the media specialist) are selected to be members of the LLT. The school principal is the chair of the LLT. Other school staff members are invited to meetings as the LLT deems necessary.

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

The Literacy Leadership Team meets quarterly to review current reading data, monitor and discuss student progress and make instructional decisions to meet the needs of all students. Teacher leaders bring grade level concerns regarding testing and reading achievement to the team, the media specialist reports current Accelerated Reader usage and data and the Assistant Principal reports FAIR and Reading Benchmark trends.

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

The Literacy Leadership Team will work with special area teachers to emphasize vocabulary development in special area classrooms. All teachers will have access to the Next Generation Sunshine State Standards and will use them to strengthen students' literacy skills. Additionally, Accelerated Reader will be utilized as a motivational tool in each classroom to enhance our reading program. Teachers will be trained in the new AR Enterprise and a parent night will be held to teach parents how to access the program from home to monitor their child's progress.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*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.

N/A

*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?

N/A

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?

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

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 reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students scoring at level 3 will increase by 9% on FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd grade (FCAT level 3) 19% (14); 4th grade (FCAT level 3) 20% (18); 5th grade (FCAT level 3) 17% (15). School-wide the percent of students scoring FCAT level 3 was 19% (47).	3rd grade projection is 20% (15); 4th grade projection is 21% (19); 5th grade projection is 18% (16).

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	Reading fluency - meaning students being able to read increasingly longer passages over the same period of time.	Teachers will develop a schedule of practice activities for their students that increase passage length and complexity over a static length of time.	Assistant Principal	We will use endurance reading scores to monitor reading fluency.	The spring FCAT Reading test.
2	Students who scored at level 2 in reading on the 2012 FCAT need interventions that will address their individual needs. MSA offers SuccessMaker as our primary intervention.	The SuccessMaker Lab Manager will assign the target group of students to specific "review" lessons prior to FCAT.	Assistant Principal	We will review the target group's SuccessMaker scores monthly as well as FCAT results.	2013 FCAT
3					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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
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1	N/A	N/A	N/A	N/A	N/A
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students scoring at levels 4 and 5 will remain at or above the 97th percent level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 3 : 71% (51) at levels 4 and 5. Grade 4: 70% (61) at levels 4 and 5. Grade 5: 76% (66) at levels 4 and 5.	At least 97% of students in grades 3 through 5 will achieve at the level 4 or 5 on the 2013 FCAT for reading.

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	Maintaining high motivation on the part of all students.	Student projected achievement levels will be discussed with individual students, and parents	Classroom teachers and Administrators	The results of the fall and winter FAIR & district benchmark tests will be used.	Fall AP1 and Winter AP2 FAIR testing District Benchmark Assessments
2	Enrichment Opportunities	Provide scaffold instruction in classroom.	Classroom teachers and Administrators.	The results of the fall and winter FAIR & district benchmark tests will be used.	Fall AP1 and Winter AP2 FAIR testing District Benchmark Assessments

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 reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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

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:	An emphasis will be placed on high achievement by students while participating in reading exercises. The percent of students making learning gains should increase by two percent.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (136) of our students made learning gains on the 2012 FCAT in reading.	81% (139) of our students should make learning gains on the 2013 FACT in reading.

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	Teachers not comfortable with disaggregating data from Performance Matters	Provide training for teachers that will increase their use of Performance Matters data to enhance student learning.	Assistant Principal	Will be evaluated through pulling data for data team meetings and in conjunction with teacher professional evaluation.	FCA -Performance Matters
2	Teachers being trained on disaggregating data.	Provide scaffolding	Classroom teachers and Administrators.	DBMA	DBMA

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:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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

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:	The lowest performing students in grades 3 through 5 will be attending a remedial class for an amount of time equivalent to four sessions weekly. We will expect a reduction in the number of students scoring in levels 1 and 2 on their next FCAT reading test. The number of students in the lowest 25% making gains will increase by 2%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
94% of students in the lowest 25% made learning gains on the 2012 FACT in reading.	96% of the lowest 25% will make learning gains on the 2013 FCAT in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Level 3 students are already included in our lowest 25% of students. Not all of these students are required to attend a remedial program.	We will work with those students who either scored at level 1 or 2 on the 2012 FCAT reading test with a Progress Monitoring Plan. We will also track the progress of the rest of the lowest 25% of students through progress monitoring	Teachers and Assistant Principal and Principal	SuccessMaker data will be maintained for students with Progress Monitoring Plans. FAIR data will also be evaluated	FCAT 2013.
2	Teachers being trained on disaggregating data.	Provide scaffolding in the classroom.	Classroom teachers and Administrators	DBMA FCA Grades	DBMA FCA Grades

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 2012 FCAT data 93% of our students achieved level 3 or above in Reading. MSA will reduce the achievement gap between all subgroups by the end of the 6th year. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	12	9.5	7	4.5	2	

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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	All subgroups at Madison Street Academy will make adequate yearly progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 98% Black: 100% Hispanic: 100% Asian: 100% American Indian: 50%	White: 100% Black: 100% Hispanic: 100% Asian: 100% American Indian: 100%

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	Maintaining high motivation on the part of all subgroups.	Student projected achievement levels will be discussed with individual students, and parents.	Classroom teachers and Administrators	The results of the fall and winter Benchmark tests will be used.	Fall/Winter Benchmark Assessment
2	Identifying available time to provide additional tutorial services.	Encourage parents to drive students to the 7:30 AM Successmaker tutoring session	Assistant Principal	Monitoring of assessments and software.	DBMA FCA Grades FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
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

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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	92% of our students with disabilities will need to make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (7) of our students made satisfactory progress in 2012.	92% (8) of our students will make satisfactory progress in 2013.

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	Maintaining high motivation.	Students with disabilities will receive appropriate, prescribed accommodations throughout the school year.	Teachers, ESE staff.	Report card grades; annual reviews, FCAT scores.	FCAT
2	Identifying available time to provide additional tutorial services.	Encourage parents to drive students to the 7:30 AM Successmaker tutoring session.	Assistant Principal	Monitoring of assessments and software.	DBMA FCA Grades FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	100% of our economically disadvantaged students will need to make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
96% (50) of our students made satisfactory progress in 2012.	100% (52) of our students will make satisfactory progress in 2013.

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	Maintaining high motivation.	Utilize technology to increase student achievement: Successmaker and Waterford	Teachers and Administration.	Report card grades and FCAT scores.	FCAT.
2	Identifying available time to provide additional tutorial services.	Encourage parents to drive students to the 7:30 AM Successmaker tutoring session.	Assistant Principal	Monitoring of assessments and software.	DBMA FCA Grades FCAT

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SuccessMaker updates	3rd-5th grade	Pearson SuccessMaker facilitator	Para-professional in charge of the SuccessMaker lab and classroom teachers.	Preschool, August through October, 2012	Review of data after student activities	Assistant Principal
Endurance Reading	3rd-5th grade	Reading Coach	3rd-5th grade teachers	annual	fluency data	Reading Coach

Reading Budget:

Evidence-based Program(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 Development			
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 Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking.
CELLA Goal #1:

N/A

2012 Current Percent of Students Proficient in listening/speaking:

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

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.
CELLA Goal #2:

N/A

2012 Current Percent of Students Proficient in reading:

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

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.
CELLA Goal #3:

N/A

2012 Current Percent of Students Proficient in writing:

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

CELLA Budget:

Evidence-based Program(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 Development			
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 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:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Students achieving proficiency in math will increase by at least 2 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 in FCAT 2012: 3rd grade 29% (21); 4th grade 19% (17); 5th grade 17% (15).	2013 FCAT: 3rd grade 31% (23); 4th grade 22% (19); 5th grade 19% (17).

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	Computer glitches and time constraints.	Students in grades 1 through 5 will participate in the FasttMath program, at least three times a week.	Classroom teachers and the Assistant Principal	The program has a tracking/report system that we will use to determine effectiveness.	Student profiles maintained by the classroom teachers and the FasttMath program.
2	Improvement of problem solving knowledge.	Daily exposure (preview/review) of higher order thinking math skills.	Classroom teachers and Administrators.	DBMA FCA	DBMA FCA

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: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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

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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	Students achieving at level 4 or 5 will increase by two percent.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4 and 5 in FCAT 2012: 3rd grade 57% (41); 4th grade 73% (63); 5th grade 72% (62).	2013 FCAT: 3rd grade 60% (43); 4th grade 75% (65); 5th grade 74% (64).

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	Time constraints and scheduling.	Implement Focus Calendar supported through text materials and technology.	Classroom teachers, and administration	Informal teacher evaluations.	Informal teacher evaluations.
2	Training teachers on disaggregating data.	Provide scaffold instruction in classroom.	Classroom teachers, and administration	DBMA FCA	DBMA FCA

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:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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

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:	Students making learning gains in math should increase by two percent.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
86%(148) of our students made learning gains in 2012.	88% (150) of our students should make learning gains on the 2013 FACT in math

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
	Time constraints and	Provide planning time for	Administration	Informal teacher	Informal teacher

1	scheduling	best shared practices and collaboration of math skills		evaluations.	evaluations.
2	scheduling	Provide teachers with 60 minutes of uninterrupted instruction.	Administration	Informal teacher evaluations.	Informal teacher evaluations.

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 mathematics. Mathematics Goal # 3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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

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:	The lowest performing students in grades 3 through 5 will be attending a remedial class for an amount of time equivalent to four sessions weekly. We will expect a reduction in the number of students scoring in levels 1 and 2 on their next FCAT math test. 100% of students in the lowest 25% will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of students in the lowest 25% made learning gains on the 2012 FACT in math.	100% of the lowest 25% will make learning gains on the 2013 FCAT in math.

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	Level 3 students are already included in our lowest 25% of students. Not all of these students are required to attend a remedial program.	Explicit math vocabulary instruction and application to multi-step problem solving	Teachers and Administration.	Rtl: On-going progress monitoring through Progress Monitoring meetings, Data Team Meetings, and Strategic Planning.	District Benchmark test results and FCAT scores.

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%.	Elementary School Mathematics Goal # Based on 2012 FCAT math 90% of our students scored a level 3 and above. MSA will reduce the achievement gap between all subgroups by the end of the 6th year.
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	15	11.5	8	4.5	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 subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	All subgroups at MSA will make satisfactory progress in math in 2012. All subgroups will increase 5%, unless they are already at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 85% Black: 66% Hispanic: 100% Asian: 91% American Indian: 100%	White: 90% Black: 71% Hispanic: 100% Asian: 96% American Indian: 100%

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	Maintaining high motivation on the part of all subgroups.	Student projected achievement levels will be discussed with individual students, and parents in conjunction with Explicit math vocabulary instruction and application to multi-step problem solving	Classroom teachers and Administrators.	The results of the fall and winter Benchmark tests will be used.	Fall/Winter Benchmark Assessment.
2	Available technology can be an issue for effectively increasing math gains for students.	Providing students with access to programs like Math Dailies, Go Math and Fastt Math.	Classroom teachers and Administrators.	The results of FCA's and the fall/winter Benchmark tests will be used.	Fastt Math data, Go Math data, Math FCA, District math assessments

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 mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	31% of our students with disabilities will need to make satisfactory progress in order to achieve 100% proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (9) of our students made satisfactory progress in 2012.	100% (13) of our students will make satisfactory progress in 2013.

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	Providing training for teachers on disaggregating data.	Provide scaffold instruction in classroom.	Teachers, ESE staff.	Report card grades; annual reviews, FCAT scores.	FCAT
2	Available technology can be an issue for effectively increasing math gains for students.	Providing students with access to programs like Math Dailies, Go Math and Fastt Math.	Classroom teachers and Administrators.	The results of FCA's and the fall/winter Benchmark tests will be used.	Fast Math data, Go Math data, Math FCA, District math assessments

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:	22% of our economically disadvantaged students will need to make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (50) of our students made satisfactory progress in 2012.	90% (61) of our students will make satisfactory progress in 2013.

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	Maintaining high motivation.	Utilize technology to increase student achievement: Successmaker and Waterford	Teachers and Administration.	Report card grades and FCAT scores.	FCAT.
2	Available technology can be an issue for effectively increasing math gains for students.	Providing students with access to programs like Math Dailies, Go Math and Fastt Math.	Classroom teachers and Administrators.	The results of FCA's and the fall/winter Benchmark tests will be used.	Fastt Math data, Go Math data, Math FCA, District math assessments

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
SuccessMaker updates	3rd-5th grade	Pearson SuccessMaker facilitator	Para-professional in charge of the SuccessMaker lab and classroom teachers.	Preschool, August through October, 2012	Review of data after student activities	Assistant Principal

Mathematics Budget:

Evidence-based Program(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 Development			
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 Mathematics Goals

Elementary and Middle School Science 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:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:		Students achieving level 3 in science should increase by at least 10% percent.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
23% (20) of our 5th grade students achieved a level 3 on the 2012 science FCAT.		For the 2013 science FCAT, 33% of the current 5th graders should score at least a level three.			
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
	Students lack sufficient mental	Teachers will use the science curriculum	Classroom teachers	Grades maintained in the teachers'	Quarterly grades District

1	connections between science concepts and practical applications of science.	maps to support their lessons.		gradebooks.	Assessment
2	Professional Development for teachers to provide effective science lessons. Review of science strands with 5th grade.	Implement hands-on science simplified.	Classroom teachers and Administrators	FCA's and Science district benchmark assessments	FCA's Science district benchmark assessments Science FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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

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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students scoring at levels 4 and 5 should increase by at least 5% percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (49) of our 5th grade students achieved a level of 4 or 5 on the 2012 science FCAT	For the 2013 science FCAT, 62% of the current 5th graders should score at least a 4 or 5.

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	Our students need more practice with scientific thinking.	Teachers will follow (with fidelity) the curriculum maps to support their lessons.	Classroom teachers Assistant Principal	Lesson plan checks and collaborative planning meetings.	Quarterly grades District Assessment FCAT scores
2	In class enrichment opportunities.	Utilize the reading block to provide content area science opportunities for enrichment.	Classroom teachers Assistant Principal	Lesson plan checks and collaborative planning meetings.	Quarterly grades District Assessment FCAT scores

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:			N/A		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
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
Data analysis, hands on materials review and share best practices	4th and 5th grade Science	Admin./Teacher	4th & 5th grade teachers	Monthly	ongoing collaboration and monitoring implementation of best practices in the classroom.	Administration

Science Budget:

Evidence-based Program(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 Development			
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 Science Goals

Writing 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:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Increase the percentage of students BY 6% scoring at levels 3 and above on the 2013 FCAT for writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% (86) of our fourth grade students scored at FCAT level 3 and higher in 2012.	90% of our fourth grade students will score level 3 or above on the 2013 FCAT in writing.

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	New writing expectations from the state	Students will incorporate writing into all subject areas.	Classroom teachers	Students will produce four pieces of writing that are scored by at least two teachers who do not teach those students. The students then consult with their teacher about their scores. Teachers plan lessons to address weaknesses and strengths.	Demand Writing scores.
2	Need for modeling of proper writing techniques.	Teacher will provide model lessons in 3rd/4th grade classes.	Classroom teachers and Administrators	Demand Writing FCAT	Demand Writing FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	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
Writing across the curriculum.	all grade levels	Assistant Principal	all teachers	monthly as schedules permit	evaluation of writing assignments	Assistant Principal

Writing Budget:

Evidence-based Program(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 Development			
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 Writing 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 to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Reduce the number of students with ten or more absences and/or ten or more tardies during the 2013 school year by two percent.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

9% (42) students were absent ten or more days during the 2012 school year. 8% (39) had perfect attendance.	No more than 80% (371) of our students will miss at least one school day.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
9% (42) students were absent ten or more days during the 2012 school year.	No more than 6%(30) of our students will miss ten or more school days.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
9% (40) students had ten or more tardies in 2012.	6% (30) of our students will have ten or more tardies.

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	For absences we are at the mercy of pandemic viruses, and parents who take their children on extended trips during the school year.	Promote good hygiene among students and staff. Use the school newsletters and website to alert parents when "cold season" begins. Do not excuse family vacations, or preapprove family vacations during the school year.	IPC, Guidance staff, administration	Attendance records.	Weekly attendance reports.

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
Yearly health updates.	All staff	Guidance counselor	All staff	Fall of 2012	Record keeping of attendance.	Secretary

Attendance Budget:

Evidence-based Program(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 Development			

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 Attendance Goal(s)

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:

1. Suspension Suspension Goal # 1:	Reduce the number of suspensions at MSA to 0%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
There were two in-school suspensions in 2012.	0% (0) in-school suspensions for 2013.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were two in-school suspensions in 2012.	There will be no suspensions at MSA in 2013.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were three out-of-school suspensions in 2012.	There will be no out-of-school suspensions in 2013.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
There were three out-of-school suspensions in 2012.	There will be no out-of-school suspensions in 2013.

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	We do not foresee any difficulty in meeting this goal.	The staff at MSA works together to establish practice and enforce school procedures on a daily basis. Communication between school and home is extensive.	All staff and Dean of Students	Number of parental contacts for behavior issues, number of referrals to the Dean.	Phone logs and referrals.

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
During preschool an emphasis is placed on school procedures and parental contacts.	All staff	Principal/Dean	all staff	Preschool and throughout the year as needed on early release days and during faculty meetings.	Monitoring the phone logs and number of discipline referrals	Dean

Suspension Budget:

Evidence-based Program(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 Development			
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 Suspension Goal(s)

Parent Involvement 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:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>We continue to strive toward 100% parental participation in school activities.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

94% (108) parents strongly agree that they are actively involved in different activities at MSA.		100% of the parents who respond to the Parent Survey will indicate that they participate in school activities.			
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	Schedules of events that conflict with parent schedules.	Plan as many events at multiple times so that more parents will be free to participate.	Principal/PTA Board	The school master calendar will reflect multiple dates/times for as many activities as possible.	Master Calendar.

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/A	N/A	N/A	N/A	N/A	N/A	N/A

Parent Involvement Budget:

Evidence-based Program(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 Development			
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 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 on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			Increase STEM scores by integrating Science, Technology, Engineering, and Mathematics into our daily curriculum.		
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	Scheduling, Lack of funding for materials	Creating/developing hands on projects	Teachers	FCA's, Science/Math and Reading DBMA's, and FCAT	FCA's, Science/Math and Reading DBMA's, and FCAT
2	Scheduling, techonological glitches	Using the technology program to reinforce and investigate concepts in our everyday curriculum	Technology teacher	Technolgy rubrics and criteria	Teacher grades

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/A	N/A	N/A	N/A	N/A	N/A	N/A

STEM Budget:

Evidence-based Program(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 Development			
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

Additional Goal(s)

N/A Goal:

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						

Budget:

Evidence-based Program(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 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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
				Grand Total: \$0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment

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.

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The School Advisory Council at Madison Street Academy of Visual and Performing Arts will meet quarterly to discuss instruction, data in different areas of the curriculum, and events that are occurring on campus during the time period between the current meeting and next meeting.

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

Marion School District MADISON STREET ACADEMY OF VISUAL AND PERFORMING ARTS 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	96%	95%	83%	85%	359	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	68%			141	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	84% (YES)	81% (YES)			165	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					665	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Marion School District MADISON STREET ACADEMY OF VISUAL AND PERFORMING ARTS 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	97%	94%	89%	79%	359	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	75%	76%			151	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	76% (YES)	80% (YES)			156	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					666	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested