



School Name: Crystal River Primary School

Principal: Donnie DeVane Brown

SAC Chair: Rachel Ivory

District Name: Citrus County

Superintendent: Sandra "Sam" Himmel

Date of School Board Approval: November 13, 2012

School Information

2012 - 2013

Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[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)	Number of Years at Current School	Number 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	Donnie DeVane Brown		0	10	LPS School Grade A, 2011-12 AYP N/A LPS School Grade A, 2010-11 DNQ/AYP FRE School Grade A 2009-10 Met AYP FRE School Grade A 2008-09 Met AYP FRE School Grade A 2007-08 DNQ AYP
Assistant Principal	Barth Lee Mulder		1	11	CRP School Grade A, 2011-12 AYP N/A LPS School Grade A, 2010-11 DNQ/AYP LPS School Grade A, 2009-2010, DNQ/AYP LPS School Grade A, 2008-2009 AYP

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
51	4% (2)	27% (14)	25% (13)	44% (22)	33% (17)	TBD	14% (7)	N/A	51% (26)

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Principal- Donnie Brown, Assistant Principal-Lee Mulder, Guidance Counselor-Terry Cates, ESE Staffing Specialist-Debbie Donovan, TOSA-Virginia George, Title 1 Instructors-Laura Flanagan and Donna Whetzel, School Psychologist- Yvonne Sullivan.
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? Meetings are held every Monday and Tuesday. Teachers alert the TOSA, TOSA meets with teacher to determine documents needed, Diagnostic tests are administered by Title 1 and parents are notified of the meeting. When all is ready, PST meets and determines the best intervention needed for the student. The team develops and maintains a system of academic and behavioral interventions designed to help students be successful. Identified students who are not meeting expectations or who scored a Level 1 or Level 2 on the previous year's FCAT administration may be placed on a Progress Monitoring Plan (PMP). If the student is still unsuccessful with classroom strategies, the teacher will meet with the RtI team to determine placement in an appropriate Tier 2 intervention. If the student continues to struggle, a meeting with the administrative PST will be scheduled. Additional diagnostic testing and additional Tier 3 interventions will be assigned as necessary.
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? Data is gathered from the FCAT results. Based on those findings, new action plans are implemented to increase student success. Information is collected through data analysis, problem solving team meetings, surveys, and other feedback from the RtI team. The team studies the data and plans for appropriate scientifically based interventions that will best meet student needs. Through reflective practice, the MTSS Leadership Team makes adjustments and improvements to the processes used to identify student needs. Professional development is made available that pertain to identifying student needs and the prescription and delivery of appropriate interventions.
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. Skyward Student Access data base will be used this year to access student data, create PMPs and progress monitor interventions. FCAT, STAR Reading and Math, SuccessMaker Reports, Harcourt Math and Reading Assessments, Formative Assessments, Quick Phonics Screener, G-Made, are some of the data sources used to monitor progress.
Describe the plan to train staff on MTSS. Grade level teams met at the beginning of the year to review the steps to problem solving. Additional training will take place at each data analysis review, which will occur quarterly, and with individual training with the TOSA. Staff development will be conducted through monthly Professional Study Groups and staff meetings. Staff will study the data and determine an effective intervention plan to implement and a monitoring plan for the intervention. Administrators, TOSA, Specialist, Guidance Counselor and Title I Resource Teachers will train, assist and monitor the RtI processes. Grade level teams will meet weekly to discuss processes, interventions, and study student data. Staff will be provided with an easy reference flow chart to guide them.
Describe plan to support MTSS. Teachers will be conducting Tier 2 interventions during a designated time on the master schedule. Additional support through Title 1 may be needed. Title 1 will conduct all Tier 3 interventions during various pull out times that have been identified on the master schedule.

School Advisory Council (SAC)

SAC Membership Compliance

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

XX Yes No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
<p>July 12th - Organizational meeting of the SAC – Committees were formed to address various actions, including but not limited to the following: School Improvement Plan, Parent Involvement Plan, Positive Behavior Plan, Vision and Theme for School, ECO School, and Special Programs. The SAEC will meet at least quarterly to monitor the plans these committees have implemented and to advise the principal of revisions that need to happen. One innovative plan for this school is to have student elections at the 4th and 5th grades this year for SAEC. The timeline will begin Sept 10 and culminate on National Anthem Day with an assembly and parent involvement activity. Local community politicians are involved in the plans and Civics standards are being addressed. Additionally, the SAEC committee will participate in the kick off for the TEAM Night Open Media days on October 17th, and the SCIENCE FAIR Night on November 29th. The Council will make recommendations to Principal after review of current data, trends and implications and at each meeting.</p>

Describe the projected use of SAC funds.	Amount
Instructional Materials and Supplies	\$750.00
Professional Development	\$1100.00
School Facilities Improvement	\$120.00
Parent and Community Involvement	\$140.27
Student and Staff Recognition	\$500.00

OPTIONAL IMPROVEMENT GOAL AREAS

FCAT 2.0 Reading	Scoring Level 3
FCAT 2.0 Reading	Scoring Levels 4 & 5
FCAT 2.0 Reading	Percent Making Learning Gains
FCAT 2.0 Reading	Percent of Lowest 25% Making Learning Gains
Florida Alternative Assessment Reading	Scoring Levels 4, 5, & 6
Florida Alternative Assessment Reading	Scoring Levels 7, 8 & 9
Florida Alternative Assessment Reading	Percent Making Learning Gains
Florida Alternative Assessment Reading	Percent of Lowest 25% Making Learning Gains
Reading	Subgroups making progress/reducing achievement gap: Economically Disadvantaged, SWD, ELL, White, Black, Hispanic, Asian, American Indian
FCAT 2.0 Math, Algebra I, Geometry	Scoring Level 3
FCAT 2.0 Math, Algebra I, Geometry	Scoring Levels 4 & 5
FCAT 2.0 Math, Algebra I, Geometry	Percent Making Learning Gains
FCAT 2.0 Math, Algebra I, Geometry	Percent of Lowest 25% Making Learning Gains
Florida Alternative Assessment Math	Scoring Levels 4, 5, & 6
Florida Alternative Assessment Math	Scoring Levels 7, 8 & 9
Florida Alternative Assessment Math	Percent Making Learning Gains
Florida Alternative Assessment Math	Percent of Lowest 25% Making Learning Gains
FCAT 2.0 Math, Algebra I, Geometry	Subgroups making progress/reducing achievement gap: Economically Disadvantaged, SWD, ELL, White, Black, Hispanic, Asian, American Indian
FCAT 2.0 Science	Scoring Level 3
FCAT 2.0 Science	Scoring Levels 4 & 5
Florida Alternative Assessment Science	Scoring Levels 4, 5, & 6
Florida Alternative Assessment Science	Scoring Levels 7, 8 & 9
Biology End-of-Course	Scoring Level 3
Biology End-of-Course	Scoring Levels 4 & 5
FCAT Writing	Scoring Level 3 or Higher
FCAT Writing	Scoring Level 4 or Higher
Florida Alternative Assessment Writing	Scoring Levels 4 or Higher
Civics End-of-Course	Scoring Level 3
Civics End-of-Course	Scoring Levels 4 & 5
History End-of-Course	Scoring Level 3
History End-of-Course	Scoring Levels 4 & 5
Attendance	
Suspension	
Dropout Preventions	
Parent Involvement	
Science, Technology, Engineering, & Math (STEM)	
Career & Technical Education	

Please check "yes" on those components that are part of your school plan (those elements that are essential to all plans and required by FLDOE have been checked):

DA/FLDOE Required School Improvement Components	Components Included in School/District School Improvement Template?
Data Analysis	Yes <input checked="" type="checkbox"/>
Lesson Study	Yes <input checked="" type="checkbox"/>
Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI)	Yes <input checked="" type="checkbox"/>
Increasing Student Achievement	Yes <input checked="" type="checkbox"/>
Florida Alternate Assessment (FAA)	Yes
Comprehensive English Learning Assessment (CELLA)	Yes
Annual Measurable Objectives (In six years school will reduce their achievement gap by 50% in reading and mathematics)	Yes
End-of -Course Subject Areas	Yes
Postsecondary Readiness	Yes
Dropout Prevention	Yes
Academic Intervention	Yes
Professional Development	Yes <input checked="" type="checkbox"/>

Improvement Area: READING

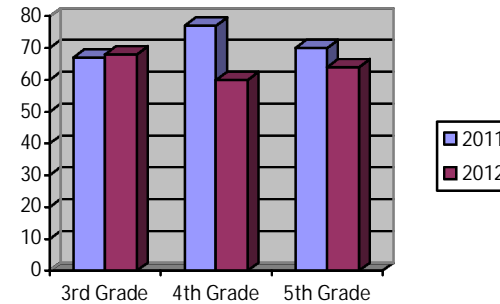
Goal 1: Students scoring at or above Level 3 on FCAT reading will increase to 70%.

Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 1:

2011-12 Data:

2011-12 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
65%	70%	



Data Analysis:

Current trends indicate a drop in students scoring 3+ in FCAT Reading.

	2010	2011	2012
Grade 5	78%	70%	64%
Grade 4	72%	77%	60%
Grade 3	76%	67%	68%

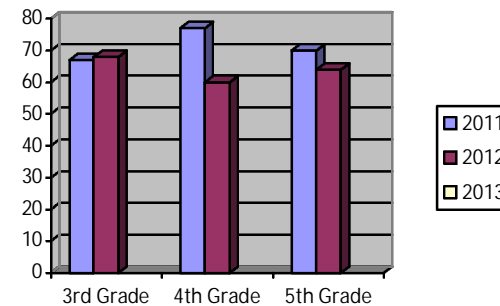
% of Lowest 25% Making Learning Gains in Reading has increased:

2010: 56%
2011: 61%
2012: 61%

E.D. population has increased over time while the minority rate stays level.

E.D.	Minority
2010: 72%	24%
2011: 72%	22%
2012: 78%	23%

2012-13 Outcome Data: (completed at end of 2012-13 school year)



Goal 1: Strategy/Action Plan 1	
Strategy/Action Steps	1. TOSA and PST will re-create each PMP, beginning with 5 th grade Level 1 and 2 students, Tier 3 and Tier 2 students, administering a diagnostic test to determine the best intervention. Interventions for Tier 2 will take place during Successmaker Lab time, with the teacher giving the intervention in most cases. Fountas and Pinell Leveling will be done by all teachers for all students, at least twice a year. The beginning of the year levels, along with STAR reading, FAIR and previous FCAT scores will be used as a baseline for determining needed interventions.
Anticipated Barrier	Fountas and Pinell leveling kits need to be purchased, with training for teachers and time allotted to implement
Resources (Human, Material)	District SINI funds, School based Title 1 funds, Title 1 Teachers to train and assist, TOSA to schedule leveling and training
Funds Needed/Allocated	
Team/Person Responsible for Progress Monitoring	Teachers will progress monitor Tier 2, Title 1 will monitor Tier 3, Administration and TOSA will monitor Tier 1.
Action Step Progress Monitoring	Formative Assessments in 3-5 using Turning Technology, Successmaker Reporting and STAR Reading tests.
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	FCAT 2013

Goal 1: Strategy/Action Plan 2	
Strategy/Action Steps	2. Teachers will implement highly effective learning strategies across all grade levels, with an emphasis on Common Core Standards at grades K-2, differentiating instruction through small group instruction, enhancing Comprehension Connections (focusing on vocabulary and inferences) in all grade levels across subject areas and expecting all students to write daily across curriculum subjects.
Anticipated Barrier	Inexperience with CCSS, Comprehension connections and high yield strategies
Resources (Human, Material)	CCSS Trainers (Mary Squire, Donnie Brown, Lee Mulder) Notebooks of CCSS
Funds Needed/Allocated	Title 1
Team/Person Responsible for Progress Monitoring	Teachers will progress monitor Tier 2, Title 1 will monitor Tier 3, Administration and TOSA will monitor Tier 1.
Action Step Progress Monitoring	Successmaker Reports
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	FCAT 2013

Improvement Area: MATH

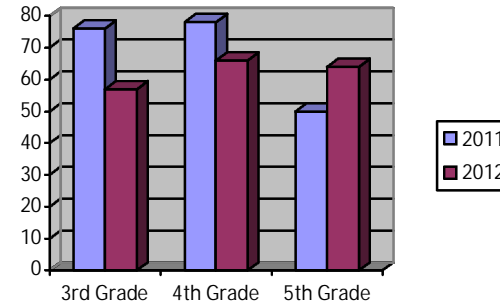
Goal 2: Students scoring at or above Level 3 will increase to 70%

Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 2:

2011-12 Data:

2011 – 2012 Current Level of Performance	2012 – 2013	
Actual (%)	Expected (%)	Actual (%)
63%	70%	



Data Analysis:

Current trends indicate a drop in 3rd grade students scoring 3[>] in FCAT Math. However, a significant increase in 5th grade from 2011 to 2012 (63% to 73%). And a notable increase from 2011 4th grade (64%) to 2012 5th grade (73%). Daily targeted interventions included enrichment math which seems to have impacted gains in 5th grade most notably.

	2010	2011	2012
Grade 5	62%	50%	64%
Grade 4	74%	78%	66%
Grade 3	71%	76%	57%

% of Lowest 25% Making Learning Gains in Math has decreased from 2011.

2010: 74%

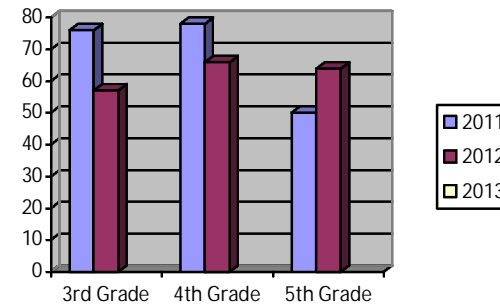
2011: 72%

2012: 63%

E.D. population has increased over time while the minority rate stays level.

E.D.	Minority
2010: 72%	24%
2011: 72%	22%
2012: 78%	23%

2012-13 Outcome Data: (completed at end of 2012-13 school year)



Goal 2: Strategy/Action Plan 1	
Strategy/Action Steps	Teachers will use technology to assess, instruct and progress monitor student progress, including Turning Technology Classroom Response Systems, Successmaker Lab, Fastt Math, Accelerated Math, Study Island.
Anticipated Barrier	Small group instruction in mathematics is not operational
Resources (Human, Material)	TOSA, Technology Specialist, Title 1 Staff
Funds Needed/Allocated	Title 1
Team/Person Responsible for Progress Monitoring	Teachers will monitor Tier 1 and Tier 2 students, Title 1 will monitor Tier 3
Action Step Progress Monitoring	Formative Assessments in 3-5 using Turning Technology, Successmaker Reporting and STAR Math tests.
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	FCAT 2013

Goal 2: Strategy/Action Plan 2	
Strategy/Action Steps	In addition to the technology, teachers will document student thinking and application of learning strategies through the use of anchor charts and writing during small group instruction. An accelerated math class will be offered for 4 th graders, as well as Successmaker Lab in the before and after school program
Anticipated Barrier	Professional Development Needed
Resources (Human, Material)	TOSA, Title 1, Technology Specialist, Aides to run the Successmaker Labs
Funds Needed/Allocated	Title 1
Team/Person Responsible for Progress Monitoring	Teachers will monitor Tier 1 and Tier 2 students, Title 1 will monitor Tier 3
Action Step Progress Monitoring	Successmaker Reports
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	FCAT 2013

Improvement Area: SCIENCE

Goal 1: Students scoring at or above Level 3 on FCAT Science will increase to 70%.

Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 1:

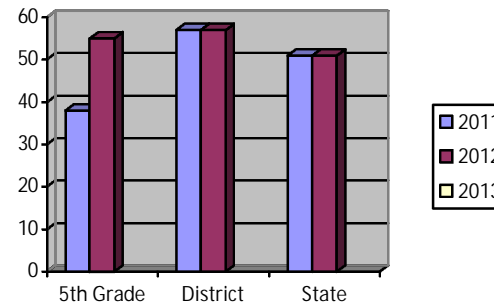
2011-12 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
56%	70%	

Data Analysis: 5th grade students-

2009-10	49%
2010-11	38%
2011-12	56%

The trend indicates a significant rise in percentage of students scoring 3.

2012-13 Outcome Data: (completed at end of 2012-13 school year)



Goal 2: Strategy/Action Plan 1	
Strategy/Action Steps	Science will be offered on the specials rotations at 3 rd and 4 th grades.
Anticipated Barrier	Consumable materials are not always available
Resources (Human, Material)	TOSA, Technology Specialist
Funds Needed/Allocated	Title 1
Team/Person Responsible for Progress Monitoring	Technology Specialist
Action Step Progress Monitoring	Class assessments
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	

Goal 2: Strategy/Action Plan 2	
Strategy/Action Steps	All students will participate in the Science Fair- 4 th and 5 th graders will be required to complete a project, K-3 graders will complete a project as a class. All will be displayed on November 29, 2012 at the Science Night Parent Involvement.
Anticipated Barrier	Professional Development Needed
Resources (Human, Material)	TOSA, Science Fair Coordinator, Teachers
Funds Needed/Allocated	Title 1 and Donations from PTO for Science Back Boards
Team/Person Responsible for Progress Monitoring	Teachers
Action Step Progress Monitoring	Formative Assessments in Science for 5 th grade
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	FCAT 2013

Improvement Area: WRITING

Goal 1: Students scoring at or above Level 3.5 on FCAT Writing will increase to 60%.

Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 1:

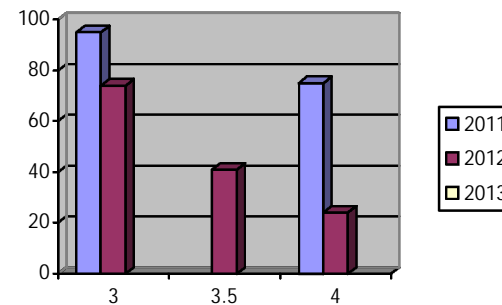
2011-12 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
41%	60% (4.0)	

Data Analysis: 4th grade students-

2011-12	2010-11	2009-10
74% Level 3.0	95% Level 3.0	91% Level 3.0
41% Level 3.5	**% Level 3.5	74% Level 3.5
24% Level 4.0	75% Level 4.0	56% Level 4.0

Writing criteria changed during the school year 2011-12 and students were not adequately prepared for the more rigorous assessment.

2012-13 Outcome Data: (completed at end of 2012-13 school year)



Goal 2: Strategy/Action Plan 1	
Strategy/Action Steps	Teachers will utilize revised criteria to instruct and assess students' writing samples, as well as monitor progress using Write Scores for 3 rd and 4 th grades (additional Write Score prompts for 3 rd grade). Students will practice using 60 minutes for writing.
Anticipated Barrier	Components of new criteria are not developed (grammar, spelling)
Resources (Human, Material)	Title 1 Staff
Funds Needed/Allocated	Title 1
Team/Person Responsible for Progress Monitoring	Teachers will monitor with monthly prompts
Action Step Progress Monitoring	Write Scores for 3 rd and 4 th
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	FCAT 2013

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Fountas and Pinell Leveling	K-5	TOSA	All K-5 teachers	August 20, 2012	Quarterly leveling for all Tier 2 and 3 students	Teachers
Successmaker	2-5	Technology Specialist	All 2-5 teachers SM Aides	Initial- August 2012 On-going until May, 2013	Teachers will run reports on a quarterly basis to be used during data analysis	Teachers
Staff Sharing, Learning Walks and Lesson Study	Pre-K-5	TOSA Administrators	School Wide	Monthly beginning in September until May	Classroom observations of strategies in use by teachers	Administrators
Skyward Implementation	ALL	TS/ A.P.	School-wide	Ongoing	Report Cards, Grade Books, Discipline Referrals, Schedules	TOSA, A.P., Principal
CCSS	K-5	CC Team	School Wide, SAEC	Pre-School Day	Lesson Plans, Observations	Administrators