



School Name: Citrus County Renaissance Center

Principal: Danita T. Eatman

SAC Chair: Dawna Boley

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	Danita T. Eatman	M.Ed. Educational Leadership B.S. Secondary English Education	1	7	<b>2011-12:</b> No Grade received, AYP not met <b>2010-11:</b> Grade B, 79% of Federal No Child Left Behind Act satisfied <b>2009-10:</b> Grade B, 82% of Federal No Child Left Behind Act criteria satisfied. <b>2008-09:</b> Grade D, 82% of Federal No Child Left Behind Act criteria satisfied. <b>2007-08:</b> Grade C, 85% of Federal No Child Left Behind Act criteria satisfied. <b>2006-07:</b> Grade C, 82% of Federal No Child Left Behind Act criteria satisfied. <b>2005-06:</b> Grade C, 85% of Federal No Child Left Behind Act criteria satisfied.
Assistant Principal	Ernest Hopper	M.Ed. Educational Leadership B.A. Elementary Education A.A. Business Administration	5	0	<b>2007-12:</b> No Grade received, AYP not met

### Highly Effective/Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. When vacancies occur, the administration will review applications/resumes of qualified applicants.	Principal	Ongoing
2. All teachers will participate in professional development that focuses on implementing best practices in every classroom to meet the needs of every student.	Principal ESE Specialist Curriculum Specialist	May 2013
3. Professional Learning Communities will be established to give teachers the opportunity to research and share best practices.	Principal Assistant Principal High School Team Leader Middle School Team Leader	May 2013

### Not-Highly Effective/Not Effective Instructors

Provide the number of instructional staff that are teaching out-of-field and/or who are NOT highly effective/not effective (this would include needs improvement, unsatisfactory teachers overall rating).

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

Number of staff that are teaching out-of-field/ and who are not highly effective/not effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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
16	6% (1)	25% (4)	25% (4)	44% (7)	63% (10)		56% (9)	N/A	19% (3)

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

### School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

Principal: Mrs. Danita Eatman  
Asst. Principal: Mr. Ernest Hopper  
Guidance Counselor: Mr. Timothy Hall  
ESE Staffing Specialist: Mrs. AmyLou Simerly  
Curriculum Specialist: Mrs. Janet Tuggle  
School Psychologist: Ms. Kathleen Shea

Others as needed:

School Social Worker: Mrs. Debra Oakes  
Attendance: Ms. Deborah D'Alto

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 consists of members of the Renaissance Administrative Team. Our primary focus is to ensure a student centered problem solving focus for meetings that involve team work, interventions, and research based strategies.

Facilitator/Recorder: Mrs. Janet Tuggle

1. Contact person for MTSS Leadership Team
2. Schedules and arranges MTSS Leadership Team meetings and follow-up
3. Ensures parental involvement
4. Ensures recordkeeping of team meetings and proceedings.
  - a. Data will be recorded on district formatted Progress Monitoring Plan forms and antidotal records.
  - b. All data will be stored in green folders designated by the district as PMP folders.
5. Facilitates communication between all team members via outlook and school calendar.

Administrator: Mr. Ernest Hopper

1. Assure that problem solving model is followed.
  - i. What is the problem?
  - i. Why is it taking place
  - i. What are we going to do?
  - i. Monitor, evaluate – adjust, monitor
2. Assist teachers in identification of problem area utilizing the problem solving method to match instruction to student need.
3. Equip teachers with tools, skills, and school & district based resources for implementation of interventions and data collection.
4. Facilitate accurate data collection and record keeping from team meetings concerning struggling students.

Guidance Counselor: Mr. Tim Hall

1. Any student transferring to Renaissance Center with a current Progress Monitoring Plan will be identified and the guidance counselor will meet with the students' teachers to disseminate and discuss implementation of the plan.
  - a. This information will be shared with the MTSS Leadership team and progress monitored.
2. Initiate meeting with teachers of struggling students to confer on curriculum relevance in the classroom, level of differentiated instruction provided by the teachers, and review of student success in the classroom (80%).
3. Initiate Progress Monitoring Plan focusing on the area of academic or behavioral concern based on data provided during team meetings.
4. Facilitate initial parent conference to inform parents of targeted areas for intervention and assist in development of strategies for parental involvement in the home.

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?

Team members worked together to develop the SIP plan making contribution in areas of focused interest. The SIP was reviewed as a team; evaluated, and implemented with team members contributing in their area of expertise.

## 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.

1. Any current or previous PMP folders from sending school currently in progress.
2. Cum folders, report cards, mid-term grades for current school year along with previous 3 years, sending school records both in and out of district.
3. Behavior records to include current school year referrals for discipline, guidance referrals and behavior contracts along with previous 3 years. For current Renaissance Center students, weekly point sheets will be included in the behavior review.
4. Renaissance Center will use Performance Matters to assist in centralizing assessment data collection.
5. Attendance records for current school year along with previous 3 years to include the sending school records.
6. Teacher documentation of interventions, charts, graphs, and records that illustrate student progress or lack of progress in achieving behavior and academic goals.

Describe the plan to train staff on MTSS.

Leadership team will arrange training for staff on a professional development day conducted by the district based MTSS team. Middle and high school teachers will be training together along with overview for Paraprofessionals.

Describe plan to support MTSS.

The Renaissance Center represents a new beginning for our students. The school, parents and community work together in a disciplined and structured environment to instill self-confidence in students and develop the skills necessary to make positive choices for life-long learning.

Our level system is comprised of four levels that are designed to promote student academic and behavior success. Processes have been built within these systems that are part of our MTSS plan along with additional supports and interventions to assist students who are struggling behaviorally and/or academically.

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.

Yes       No

If No, describe the measures being taken to comply with SAC requirements.
The Renaissance Center is the alternative school for Citrus County. We have students enrolling on a regular basis and send students back to their zoned school once they have met the behavioral and academic requirements for dismissal. This creates a situation where we have a large transient population and makes it difficult to keep student and parent membership. School Messenger is utilized to advertise the dates and times of our SAC meetings. During our first meeting we did not get any parent or student participation, so we were unable to get any commitment from them for participation in our SAC. We will continue to advertise our SAC meetings and solicit membership from parents and students for participation in the SAC.

Describe the activities of the SAC for the upcoming school year.
The SAC will be involved: <ul style="list-style-type: none"> <li>i Holding quarterly award ceremonies to recognize students' academic and behavioral successes.</li> <li>i Providing Title I information to students and parents.</li> <li>i Helping students and parents with test-taking tips and resources to help students be successful.</li> <li>i Asking for recommendations to help with school improvement.</li> <li>i Sharing progress monitoring data to drive instruction.</li> </ul>

Describe the projected use of SAC funds.	Amount
Quarterly student award ceremonies	400.00
Teacher requested grants for student improvement activities/materials	600.00
Open House / Parent participation activities	249.56

## 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 (Rtl)	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: Academic Achievement

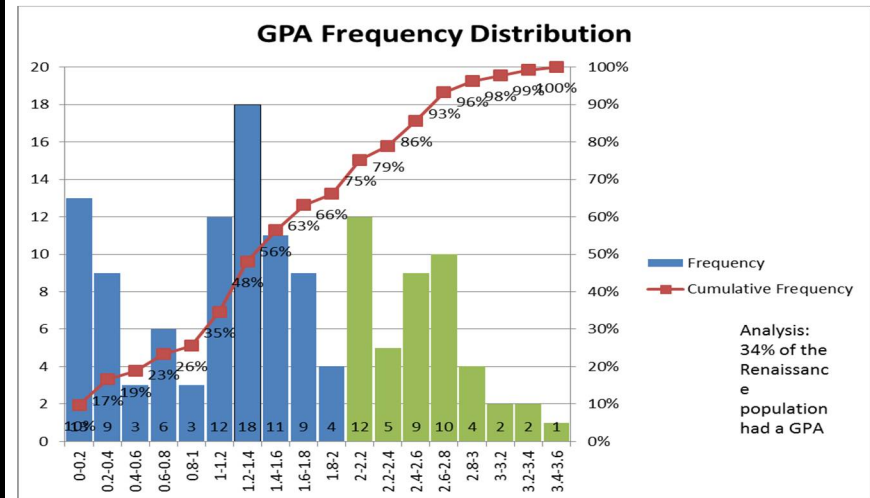
Goal 1: 100% of students exiting the Renaissance Center to return to their zoned school will exit with a "C" average or better

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

Student Group 1:

2011-12 Data:

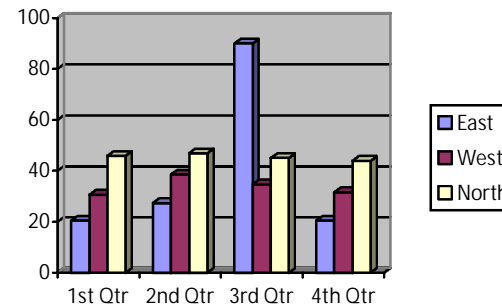
2011-12 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
34% of the Renaissance population had a GPA of 2.0 and greater at the end of the 2012 school year.	100%	



Data Analysis:

- i 66% of the students exiting the Renaissance Center to return to their zoned school did not have at least a "C" average
- i A "C" average is the minimal requirement for graduation
- i A "C" average is the minimal requirement to participate in athletics and most extra-curricular activities
- i Students who are involved in extra-curricular activities are more likely to conduct themselves appropriately in the school setting and earn a high school diploma

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



Goal 1: Strategy/Action Plan 1		
Strategy/Action Steps	Restructure the Behavior Level System to include academic component	
Anticipated Barrier	Students entering the Renaissance Center with extremely low GPA's	
Resources (Human, Material)	Entire Renaissance Center staff	
Funds Needed/Allocated	Salaries	
Team/Person Responsible for Progress Monitoring	Administrative Team Instructional Staff	
Action Step Progress Monitoring	Progress Monitoring meetings two times a week	
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	Students progressing successfully through the level system and maintaining an overall "C" average or better	

Goal 1: Strategy/Action Plan 2		
Strategy/Action Steps	Implementing MTSS/Response to Intervention	
Anticipated Barrier	Student attendance and students entering at various times throughout the school year	
Resources (Human, Material)	Administrative Team, Attendance Assistant, Guidance Counselor, Social Worker, ESE Staffing Specialist, School Psychologist, Instructional Staff	
Funds Needed/Allocated	Salaries	
Team/Person Responsible for Progress Monitoring	Administrative Team	
Action Step Progress Monitoring	MTSS/Response to Intervention documentation	
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	Students progressing successfully through the level system and maintaining an overall "C" average or better	

**Improvement Area: Standardized Assessments**

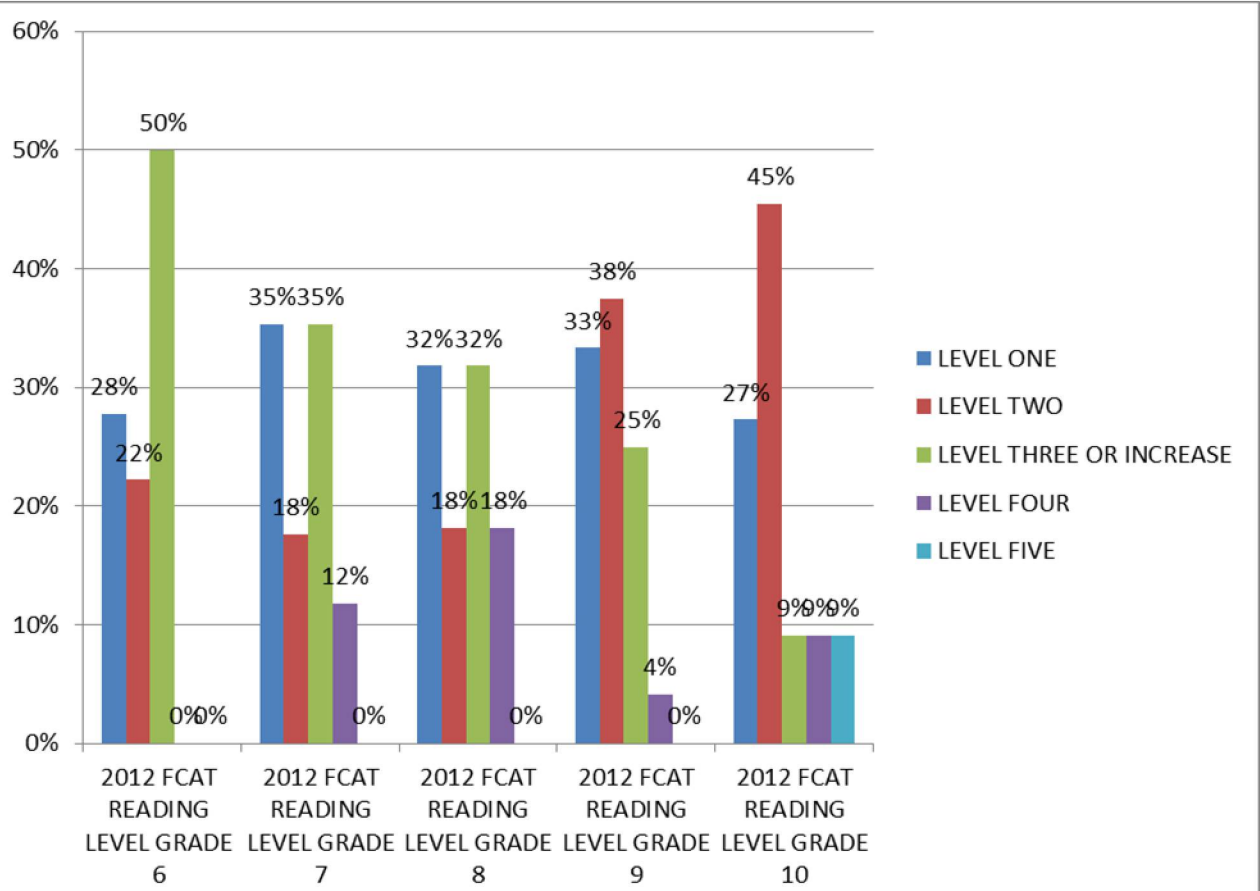
Goal 2: At least 50% of students attending the Renaissance Center for nine weeks or more will either maintain a level 3 or higher or improve their FCAT reading achievement score by at least one level

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 (%)
20% of students maintained a level 3 or higher or improved their FCAT reading achievement level by at least one level	50% of students will maintain a level 3 or higher or improve their FCAT reading achievement level by at least one level	

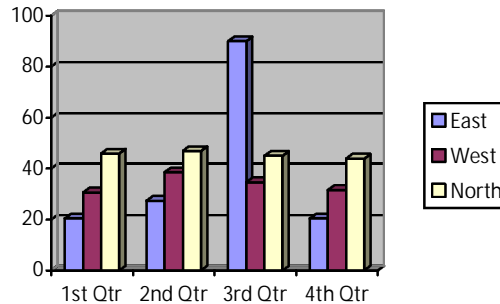


Data Analysis:

- i % of students did not demonstrate proficiency on FCAT reading
- i 9<sup>th</sup> and 10<sup>th</sup> grade students performed significantly lower than middle school students
- i 6<sup>th</sup> grade students performed better than all other grade levels

i Improvement needed in all four content areas (Vocabulary, Literary Analysis: Fiction and Non Fiction, Informational Text and Research Process, and Reading Application) assessed by FCAT Reading

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



Goal 2: Strategy/Action Plan 1	
Strategy/Action Steps	Professional Development for instructional and support staff focused on implementing high yield teaching strategies in all content areas
Anticipated Barrier	Time and teacher/support staff attendance
Resources (Human, Material)	Administrative Team, <u>Classroom Instruction That Works</u> , Helios Grant, collaboration with adjacent middle and high school content area teams
Funds Needed/Allocated	Grant funds and TEC funds
Team/Person Responsible for Progress Monitoring	Principal, Curriculum Teacher on Special Assignment, ESE Staffing Specialist
Action Step Progress Monitoring	Classroom Walk Throughs, Teacher evaluations of professional development sessions
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	Student growth on reading assessments

Goal 2: Strategy/Action Plan 2	
Strategy/Action Steps	Teach high yield reading strategies in all content areas to all students
Anticipated Barrier	Student attendance and inappropriate behavior
Resources (Human, Material)	Instructional staff, Curriculum Teacher on Special Assignment, District Reading Specialist, Nooks, Turning Point
Funds Needed/Allocated	Salaries

Team/Person Responsible for Progress Monitoring	Principal, Curriculum Teacher on Special Assignment, ESE Staffing Specialist	
Action Step Progress Monitoring	Classroom Walk Throughs, student progress on formal and informal reading 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	Student growth on reading assessments	

### 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
Conscious Discipline	6-12	Dist. ESE personnel	School wide focused professional development centered on positive approaches to behavioral situations.	Aug. 22, 29 <sup>th</sup> Sept. 5, 12, and 19 <sup>th</sup> Each session half day/3 hours.	Administration will monitor discipline reports on monthly bases. Midyear follow up sessions will be scheduled if necessary.	Principal Asst. Principal
Instructional strategies	6-12 All subject areas	TOSA Curriculum Specialist	School wide focused professional development for all teachers, and administrators.	Bi-Monthly trainings	Classroom walk through data Classroom observations Follow up trainings with curriculum specialist	TOSA Curriculum Specialist
Lesson Study Classroom Management	6-12 All subject areas	TOSA Curriculum Specialist	School wide focused professional development for all teachers and administrators	Monthly meetings	Classroom walk through data Classroom observations Follow up trainings with curriculum specialist and ESE Specialist	TOSA Curriculum ESE Specialist