



School Name: Lecanto Middle School

Principal: William Farrell

SAC Chair: Heather Wolfertz

District Name: Citrus County Schools

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	William Farrell	School Principal, Middle Grades Endorsement, General Science 5-9, Social Science 6-12	2	15	Lecanto Middle School 11/12 - A 10/11- A Inverness Middle School 09/10- A 08/09- B 07/08- A 06/07- B 05/06- A 04/05- B
Assistant Principal	Ryan Selby	Ed Leadership, School Principal, General Science 5-9, Reading Endorsement, ESE K-12, Psychology	10	6	Lecanto Middle School 11/12- A 10/11- A 09/10- A 08/09- A 07/08- A 06/07- A
Assistant Principal	William J. Nelson	School Principal, General Science 5-9	1	12	Lecanto Middle School 11/12 –A, AYP- No Citrus Springs Middle School 10/11 -A 09/10- A 08/09- A 07/08- A 06/07- A 05/06- A 04/05- B

## 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
50	2% (1)	10% (5)	38% (18)	50% (23)	40% (19)	98% (49)	51% (24)	8% (4)	32% (15)

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

### School-Based MTSS/RtI Team

#### Identify the school-based MTSS Leadership Team.

**Principal:** Provides a common vision for the use of data-based decision making, ensures that the school based team in implementing RtI, conducts assessments of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

**Select General Education Teachers:** Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

**Exceptional Student Education teachers:** Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

**TOSA:** Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

**School Psychologist:** Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

**Student Services Personnel:** Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to the schools and families to support the child’s academic, emotional, behavioral, and social success.

#### 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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our school, teachers, and in our students?

The team meets to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

**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 team will work with the staff to identify areas of need in the core curriculum, apply appropriate curriculum changes, monitor school wide data, and provide staff development to support intervention strategies.

**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.**

Baseline- FAIR, Scholastic Reading Inventory (SRI), Citrus Benchmark Assessment Test (CBAT)

Mid-year- FAIR, Citrus Benchmark Assessment Test (CBAT)

**Describe the plan to train staff on MTSS.**

Professional development will be provided through small sessions throughout the year. The RtI team will evaluate additional staff PD needs during RtI leadership team meetings.

**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.

Describe the activities of the SAC for the upcoming school year.

The SAEC team discusses student, parent and community concerns, student achievement, and school needs. The SAEC plans and monitors school initiatives to increase student success. The SAEC approves distribution of A+ money received by the school.

Describe the projected use of SAC funds.

Substitutes for staff attending SAEC meetings

Amount

TBD

## 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**

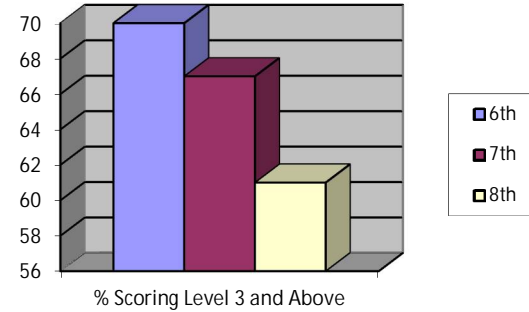
Goal 1:  
Lecanto Middle School will see a 5% increase in the number of students achieving proficiency (FCAT Level 3 or above) in reading.

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 (%)
6th-70% (179)	6th-75% (176)	
7th-67% (157)	7th-72% (197)	
8th-61% (146)	8th-66% (166)	



Data Analysis:

6<sup>th</sup> grade-

- Level 1- 11%
- Level 2- 19%
- Level 3- 33%
- Level 4- 25%
- Level 5- 12%

Percent 3 and above = **70%** (5% increase from 2011)

7<sup>th</sup> grade-

- Level 1- 13%
- Level 2- 20%
- Level 3- 29%
- Level 4- 24%
- Level 5- 15%

Percent 3 and above = **67%** (3% decrease from 2011)

8<sup>th</sup> grade-

- Level 1- 10%
- Level 2- 28%
- Level 3- 23%
- Level 4- 22%
- Level 5- 17%

Percent 3 and above = **61%** (0% increase from 2011)

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

Goal 1: Strategy/Action Plan 1		
Strategy/Action Steps	Reading and content area teachers will pre-teach vocabulary and build background knowledge to increase comprehension of complex text.	
Anticipated Barrier	Students do not comprehend what they read, especially when the text is complex.	
Resources (Human, Material)	CAR-PD for Science and Social Studies teachers. Core team to attend Common Core standards convention	
Funds Needed/Allocated	Substitute funding for Data Days Funding for attending convention	
Team/Person Responsible for Progress Monitoring	Administrators, Department Heads, Teachers	
Action Step Progress Monitoring	Lesson Plans, Citrus Benchmark Assessment Tests Data Days, Professional Learning Community Meetings.	
Status (HI, MD, SAT, EXC)	Midyear:	Year End:
Status Code: <b>HI</b> - High Need: Achieved very little gains, if any, <b>MD</b> - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, <b>SAT</b> - Satisfactory: Achieved significant gains, but NOT reached proficiency target, <b>EXC</b> - Excellent: Achieved significant gains and reached proficiency		
Measure of Effectiveness	Reading FCAT	

Goal 1: Strategy/Action Plan 2		
Strategy/Action Steps	Ongoing professional development/implementation of AVID WICOR strategies school wide. (Writing, Inquiry, Collaboration, Organization, and Reading strategies)	
Anticipated Barrier	Maintaining consistent student expectations for Cornell style notes. Staff development for implementation of strategies.	
Resources (Human, Material)	Specified members of the AVID site team to attend the AVID summer institute.	
Funds Needed/Allocated	Funding for attending conference	
Team/Person Responsible for Progress Monitoring	AVID Site Team	
Action Step Progress Monitoring	Lesson Plans, Citrus Benchmark Assessment Tests Data Days, Professional Learning Community Meetings.	
Status (HI, MD, SAT, EXC)	Midyear:	Year End:
Status Code: <b>HI</b> - High Need: Achieved very little gains, if any, <b>MD</b> - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, <b>SAT</b> - Satisfactory: Achieved significant gains, but NOT reached proficiency target, <b>EXC</b> - Excellent: Achieved significant gains and reached proficiency		
Measure of Effectiveness	Reading FCAT	



**Improvement Area: Math**

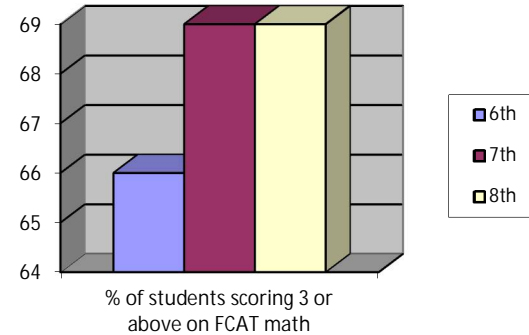
Goal 1:  
Lecanto Middle School will see a 5% increase at each grade level in the number of students scoring above proficiency on the FCAT Math.

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 (%)
6th-66% (168)	6th-71% (167)	
7th-69% (162)	7th-74% (203)	
8th-69% (165)	8th-74% (186)	



Data Analysis:

6<sup>th</sup> grade-  
Level 1- 9%  
Level 2- 25%  
Level 3- 30%  
Level 4- 25%  
Level 5- 11%  
Percent 3 and above = **66%** (7% increase from 2011)

7<sup>th</sup> grade-  
Level 1- 10%  
Level 2- 21%  
Level 3- 31%  
Level 4- 20%  
Level 5- 18%  
Percent 3 and above = **69%** (7% decrease from 2011)

8<sup>th</sup> grade-  
Level 1- 14%  
Level 2- 17%  
Level 3- 36%  
Level 4- 15%  
Level 5- 19%  
Percent 3 and above = **69%** (5% increase from 2011)

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

Goal 1: Strategy/Action Plan 1		
Strategy/Action Steps	Teachers will design lessons that require students to utilize collaborative groups in order to solve complex math problems.	
Anticipated Barrier	Students lack the skills to reason through solutions to complex math problems.	
Resources (Human, Material)	AVID Site Team, Administration	
Funds Needed/Allocated		
Team/Person Responsible for Progress Monitoring	Administration, Math department	
Action Step Progress Monitoring	Lesson Plans, Citrus Benchmark Assessment Tests Data Days, Professional Learning Community Meetings.	
Status (HI, MD, SAT, EXC)	Midyear:	Year End:
Status Code: <b>HI</b> - High Need: Achieved very little gains, if any, <b>MD</b> - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, <b>SAT</b> - Satisfactory: Achieved significant gains, but NOT reached proficiency target, <b>EXC</b> - Excellent: Achieved significant gains and reached proficiency		
Measure of Effectiveness	Math FCAT	

Goal 1: Strategy/Action Plan 2		
Strategy/Action Steps	Provide at-risk students access to a daily skills lab, where students will receive individualized instruction/acceleration and access to the Successmaker program.	
Anticipated Barrier		
Resources (Human, Material)	Successmaker site licenses, SAI aide(s)	
Funds Needed/Allocated		
Team/Person Responsible for Progress Monitoring	Administration, Math department, succesmaker Lab teacher	
Action Step Progress Monitoring	Lesson Plans, Citrus Benchmark Assessment Tests, Successmaker reports Data Days, Professional Learning Community Meetings.	
Status (HI, MD, SAT, EXC)	Midyear:	Year End:
Status Code: <b>HI</b> - High Need: Achieved very little gains, if any, <b>MD</b> - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, <b>SAT</b> - Satisfactory: Achieved significant gains, but NOT reached proficiency target, <b>EXC</b> - Excellent: Achieved significant gains and reached proficiency		
Measure of Effectiveness	Math FCAT	

**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
CAR-PD	Social Studies and Science	Megan Blackstock & Stephanie Hill	Social Studies and Science Departments	Oct. 10 <sup>th</sup> , Oct. 11 <sup>th</sup> , TBD	Strategies learned will be discussed in subject area meetings and PLCs.	Administration
Lesson Study	6-8	Admin	Science and Math departments	TBD	Lesson Study Team Notes, Lesson Plans	Administration