



School Name: Rock Crusher Elementary

Principal: John Weed

SAC Chair: Eric Swart

District Name: Citrus County Schools

Superintendent: Sandra 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	John Weed	BS: Georgia Southwestern University, Early Childhood Masters: Nova University, Educational Leadership	13	8	2011-2012 A School Achievement Levels 3 rd Reading: 70% Math: 72% 4 th Reading: 78% Math : 69% 5 th Reading: 70% Math: 59% Learning Gains: Reading: 64% Math: 64% Lowest 25%: Reading: 55% Math: 76% 2010-2011 A School Made 100% AYP 2009-2010 B School Did not make AYP due to Students with Disabilities and Economically Disadvantaged students in Reading and Math 2008-2009 A+ school Did not make AYP due to students with disabilities in math and economically disadvantaged in math 2007-2008 A+ School Made AYP 2006-2007 A+ School Made AYP 2005-2006 A+ School Made AYP 2004-2005 A+ School Made AYP
Assistant Principal	Rene' Johnson	BA: Elementary Education K-6, Saint Leo	5	5	2010-2011 A School Made 100% AYP 2009-2010 B School

		University Masters: Educational Leadership, Saint Leo University			<p>Did not make AYP due to Students with Disabilities and Economically Disadvantaged students in Reading and Math</p> <p>2011-2012 A School Achievement Levels 3rd Reading: 70% Math: 72% 4th Reading: 78% Math : 69% 5th Reading: 70% Math: 59% Learning Gains: Reading: 64% Math: 64% Lowest 25%: Reading: 55% Math: 76% 2008-2009 A+ school Did not make AYP due to students with disabilities in math and economically disadvantaged in math 2009-2010 B School Did not make AYP due to Students with Disabilities and Economically Disadvantaged students in Reading and Math 2007-2008 A+ School Made AYP</p>
Assistant Principal					
Assistant Principal					
Assistant Principal					

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. View applicants on district Website	John Weed and Rene' Johnson	On-going
2. Professional Development in the 5 high effect strategies and backwards planning	John Weed, Rene' Johnson, Title 1, TOSA	On-going throughout the year
3. Use Mentor Teachers for 1 st year teachers	John Weed, Rene' Johnson, Mentor Teacher	On-going throughout the year
4. Feedback from Classroom Walkthroughs and observations	John Weed, Rene' Johnson	On-going

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
2 Out of Field	Teachers in Out of Field positions are pursuing their certification in those areas.

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
55	1% (1)	20% (11)	25% (14)	54% (30)	38% (20)		15% (8)	N/A	23% (13)

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team.</p> <p>Principal; oversees entire process, ensures a common vision for the group, unites the team to implement the school-based RtI process, supports the use of a 30-minute intervention time which is included in the master schedule, Has also increased the reading block from 90 minutes to 120 minutes in grades K-3 to help meet individual needs of students</p> <p>Assistant principal; assists principal in data-based decisions, collaborates with the RtI team to make individual intervention decisions for each specific case</p> <p>Guidance Counselor; brings attendance issues to the team, discusses social/behavior concerns that may affect the student's performance, helps in communication with parents</p> <p>Staffing Specialist; assists with individual accommodations necessary for intervention success, educates the team on current laws and requirements for potential special education students</p> <p>Teacher-on-special-assignment; organize the RtI process (setting meeting dates, communication with teachers on potential RtI students, follow-up meetings), collect and organize data, provides needed resources for students and staff, helps to communicate with parents</p> <p>Title 1; provides assessments for potential RtI students, collects and analyze data, provides expertise instruction to the students, provides intensive Tier 3 instruction, provides resources through the use of a resource room</p> <p>General Education Teachers; provide Tiers 1 and Tier 2 instruction, assess, progress monitor, collaborates with Title 1 for intervention needs, helps to communicate with parents</p> <p>School Psychologist: Assists with testing, observes, analyzes data, and collaborates with RtI team to make individual intervention decisions</p>
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?

Based on data collected, the general education teacher meets with the Teacher-on Special Assignment (TOSA) to discuss creating a Progress Monitoring Plan (PMP), which includes placement in Tier 2. Teacher must have documentation to place a student in Tier 2. Once in Tier 2, student is monitored through progress monitoring for improvement in deficient skills. Other diagnostics may be given at this time. If student shows progress while receiving Tier 2 interventions, the student will continue with those interventions until deficiencies are eliminated. If a student does not make adequate progress, a Problem Solving Team meeting is requested. TOSA sets up meeting with RtI team, including the parent, to review data and intervention instruction to decide the best placement for the student. This could range from further Tier 2 instruction to placement in Tier 3

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? All members of the RTI team are included in the School Improvement Plan. Based upon FCAT data the RTI team guided the committee to focus on areas of needed improvement.

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 data Reading: PMRN, Florida Assessments for Instruction in Reading (FAIR), CBAT, STAR Reading

Baseline data Math: Star Math, "Go Math" Beginning, Middle and End of Year Assessments, CBAT

Baseline data Science: CBAT,

Baseline data Writing: Monthly Prompts

Progress Monitoring Reading: CBAT, PMRN, DRA, FAIR, Phonics Inventory, Sight Word Lst

Progress Monitoring Math: CBAT, STAR Math, "Go Math" Benchmark Assessments

Progress Monitoring Science: CBAT, Chapter Tests

Progress Monitoring Writing: Monthly Prompts, Write Scores

Diagnostic Assessment (when needed for additional data): ERDA, DRA, Woodcock Mini Battery Assessment, Phonics Inventory, Sight Word Inventory, "Go Math" Diagnostics

End-of-year: FCAT, CBAT, FAIR

Describe the plan to train staff on MTSS.

Teachers are kept current on the RtI process through monthly meetings in which each individual teacher meets with the Principal and Asst. Principal to discuss the Tiered students, their interventions, and progress. Teachers are pulled for a half day training by the TOSA for PMP progress on Tiered students and to make sure students goals and actions plans are up to date. These are all vital steps in the RtI process.

Describe plan to support MTSS.

Title 1 is utilized to support classroom teachers with students that are Tier 2 and Tier 3. Title 1 assists and pulls these students to focus in on specific skill deficits. On-going professional development is presented weekly to further develop teachers in high effect strategies as well as backwards planning. PST meetings are held on Tier students to discuss progress and variations in needed instruction. PST meetings are attended by the school-based RTI team.

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.
SAEC participates in many school wide activities throughout the year. They meet 6 times per year to discuss updated school data, approve the following school year calendar, approve submitted mini-grants, have an awareness of common core standards, and give input in School Improvement Plan as well as the Parent Involvement Plan.

Describe the projected use of SAC funds.	Amount
School Based Mini Grants used for various academic resources that are used to support the School Improvement Plan	\$3052.58

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: FCAT 2.0 Science 5th Grade

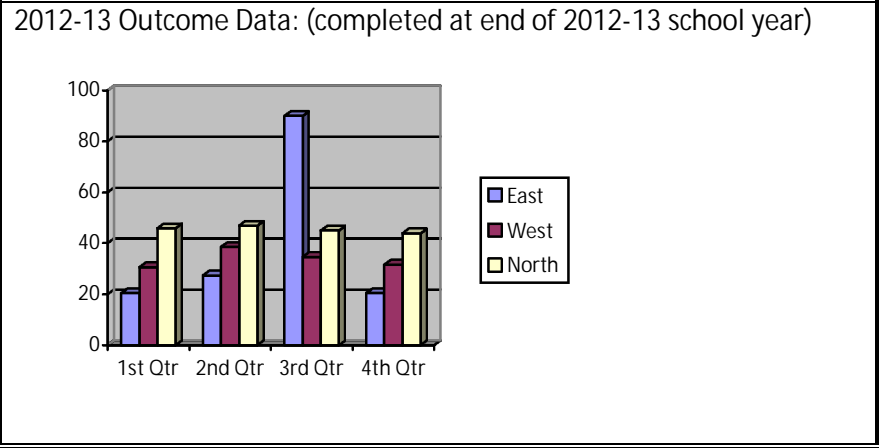
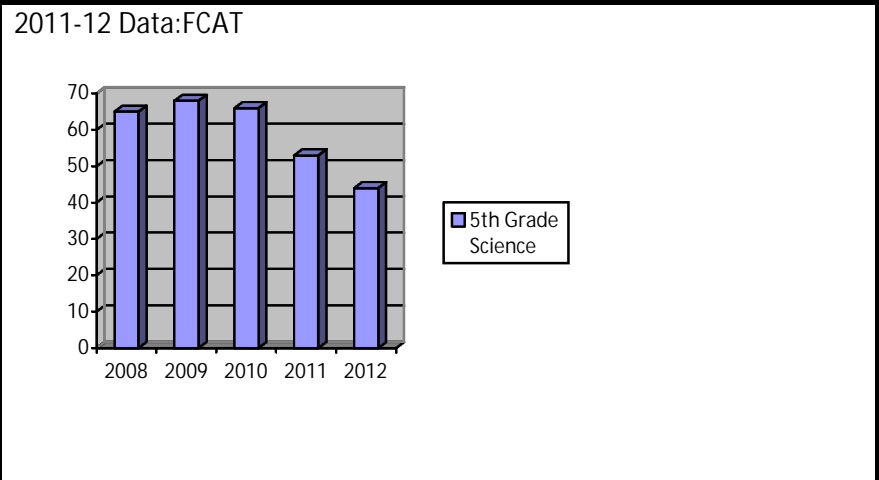
Goal 1: 65% of 5th grade students will be proficient in science based upon the FCAT assessment.

Graphic/Data/Chart to Support Goal and/or Outcome:
Level of student science proficiency beginning 2008

Student Group 1: 5th Grade

2011-12 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
44%	65%	

Data Analysis:



Goal 1: Strategy/Action Plan 1	
Strategy/Action Steps	1. Incorporate science during the 90 minute reading block 2. Teach the science standards with fidelity in each grade level
Anticipated Barrier	Pull Outs Teachers feeling comfortable with the science standards Motivation of students reading non-fiction text
Resources (Human, Material)	Grade level backwards planning
Funds Needed/Allocated	N/A
Team/Person Responsible for Progress Monitoring	Principal, Asst. Principal, TOSA
Action Step Progress Monitoring	Lesson Plans
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

Goal 1: Strategy/Action Plan 2	
Strategy/Action Steps	Incorporate Labs in all grade levels including summarization of scientific concepts in journals
Anticipated Barrier	Pull Outs Teachers feeling comfortable with the science standards Necessary Resources for labs (time needed to prepare for labs)
Resources (Human, Material)	Consumable materials needed for labs
Funds Needed/Allocated	Science Consumable Allocation
Team/Person Responsible for Progress Monitoring	Principal, Asst. Principal, TOSA
Action Step Progress Monitoring	Writing Journals
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

Improvement Area: FCAT 2.0 Mathematics

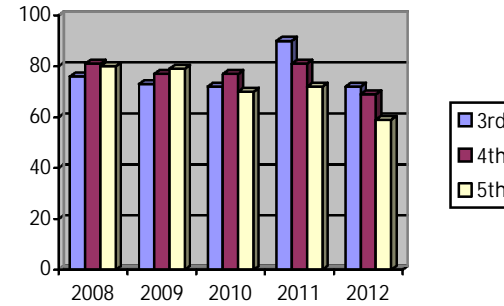
Goal 2: Based upon the FCAT assessment 75% of students in grades 3-5 will be proficient in math.

Graphic/Data/Chart to Support Goal and/or Outcome:
Level of student proficiency in math beginning 2008

Student Group 2: All students grade 3-5

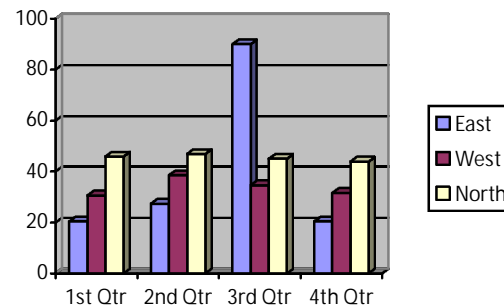
2011-12 Data:FCAT

2011 - 2012 Current Level of Performance		2012 - 2013	
Actual (%)		Expected (%)	Actual (%)
66%		75%	



Data Analysis:

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



Goal 2: Strategy/Action Plan 1	
Strategy/Action Steps	Utilize Successmaker during intervention time with students that have math deficiencies.
Anticipated Barrier	Monitoring Progress, Time, Technology Failures
Resources (Human, Material)	Successmaker Licenses, Personnel, incentive system
Funds Needed/Allocated	Incentives
Team/Person Responsible for Progress Monitoring	John Weed, Rene' Johnson, Debi Collins, Classroom Teacher
Action Step Progress Monitoring	CBAT, Successmaker
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

Goal 2: Strategy/Action Plan 2	
Strategy/Action Steps	Utilize Exemplary Practices (summarization, Vocabulary in Context, Extended Thinking, Non Verbal Representation, Advance Organizers, Backwards planning) during the math block.
Anticipated Barrier	Teachers not feeling comfortable with practices, Student knowledge in vocabulary, Time constraints
Resources (Human, Material)	Personnel, professional development with Amanda Crawford
Funds Needed/Allocated	charting materials
Team/Person Responsible for Progress Monitoring	John Weed
Action Step Progress Monitoring	CBAT, Successmaker
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

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
High Effect Strategies	Extended Thinking, Summarizing, Vocabulary, Non-Verbal Representation, Advanced Organizers	Principal	School Wide	Weekly at Staff Meetings	Evidence (comprehension charts, summarizing journals, advanced organizers) observed throughout the school, and shared at staff meetings.	Principal, Asst. Principal
Backwards Planning	Throughout Curriculum	Principal	School Wide	Monthly throughout the year	Lesson plans	Principal, Asst. Principal
Common Core	Reading and Math	Principal	School Wide	Monthly	Lesson Plans	Principal, Asst. Principal