



School Name: Citrus Springs Elementary

Principal: Scott Hebert

SAC Chair: Heather Peacock

District Name: Citrus

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	Scott Hebert	B.S./Elementary Education M.S./Educational Leadership Ed.S./Guidance and Counseling School Principal, All Levels, Elementary Education 1-6, Primary Education K-3, Guidance and Counseling Pk-12, Reading Endorsement	2	8	School Grade "A" for all years with the exception of 2009-2010, in which we earned a "B". AYP criteria met for all years with the exception of 2007-2008 and 2008-2009 and 2009-2010 at Homosassa Elementary School
Assistant Principal	Alice Harrell	A.A- Elem. Ed B.S.- Elem. Education MEd- Educational Leadership Educational Leadership Elementary Education 1-6 Reading Endorsed ESOL Certified	2	5	2010-2011 School Grade: "A", Made AYP 2011-2012 School Grade: "A"

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. A one-day training is provided at the school site for all teachers that are new to the building. Selected teachers provide monthly trainings throughout the year.	Principal, Assistant Principal, and selected Teachers	May, 2013
2. College Campus Job Fairs	Principal and Assistant Principal	On-going
3. College Internship Programs	Principal and Assistant Principal	On-going
4. Partner new teachers with veteran teachers	Principal	On-going
5. Informal and formal observations/pre and post observation conferences	Principal and Assistant Principal	On-going
6. On-line application process to recruit teachers from all over the country	District	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

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
54	11% (6)	15% (8)	28% (15)	46% (25)	28% (15)		17% (9)	N/A	50% (27)

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

Principal/Assistant Principal: provide a common vision of the use of data-based decision-making, ensures that the school-based team is implementing RtI, monitors staff understanding and implementation of the RtI process, and communicates with parent regarding school-based RtI plans and activities.

- General Education Teachers: Provide information about the student, core instruction, participates in data collection and progress monitoring, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier I materials/ activities with Tier 2/3 activities.
- Resource Teachers: Title I teachers provide information about Tier 2/3 interventions, participate in data collection and progress monitoring; and collaborate with general education teachers to align interventions with core instruction.
- Student Services, T.O.S.A.: Develops, leads, and monitors school core content standards/programs; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; organizes analysis of whole school screening data; 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.
- Guidance Counselor: Participates in the collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; and provides professional development and technical assistance for problem solving activities including interventions, data collection, data analysis, and program evaluation.
- ESE Staffing Specialist: Participates in the collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; and provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation.
- School Psychologists: Participates in the collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; and provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation.
- Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures, and helps identify systemic patterns of student need with respect to language skills.
- Parent: Provides vital information regarding child's history, work ethic, responsibility, and home life as well as being a partner in the child's intervention team.
- Behavior Specialist, School Resource Officer, Social Worker, and other school personnel: Provide specific information and guidance regarding interventions, history, and fidelity of planned interventions.
- Student: Provides buy-in for interventions, need, and overall success. Students are invited to attend as needed.

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 RtI Problem Solving Team will meet weekly to focus on one question: Are we meeting the needs of our most at-risk students?

- The RtI Problem Solving Team will meet each Tuesday to engage in the following activities:
 - Review universal screening data (FCAT, SuccessMaker, PMRN, FAIR and STAR) for any students that are not being successful in the core curriculum.
 - Provide time for teachers to share concerns and strategies that they are using to meet the needs of their most at-risk students.
 - The RtI team will provide teachers with additional strategies, personnel, and curriculum resources to meet the needs of their students.
 - The ESE Specialist will record all of the information and schedule a follow-up meeting on the student's progress.

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 RtI Leadership Team met with the School Advisory Enhancement Council, and grade level representatives to help develop the School Improvement Plan.
- The RtI team shared information regarding the academic and behavior progress of students in the RtI process.

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.

- o Baseline data: Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), formative assessments (Performance Matters), Fountas & Pinnell Guided Leveling System, SuccessMaker, STAR
- o Mid-Year/Progress Monitoring: FAIR, formative assessments (Performance Matters), Harcourt weekly assessments, Harcourt oral reading fluency probes, Kindergarten Skills Card, STAR, SuccessMaker, Write Score
- o End of year: FAIR, FCAT, STAR, Harcourt End of Year Assessments, SuccessMaker
- o Frequency of Data Days: Three times yearly for data analysis

Describe the plan to train staff on MTSS.

- o Professional development will be provided to:
 - New staff members during the Teacher Induction Program
 - Veteran staff members in preparation for data analysis meetings
 - Training on RtI flowchart outlining CSE’s RtI process
 - The RtI team will also evaluate additional staff professional development needs during the weekly RtI Leadership Team meetings.

Describe plan to support MTSS.

- o Team meets weekly to review student data.
- o Follow-up meeting occur to monitor progress.

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 Citrus Springs Elementary School SAEC is closely involved in the school improvement process. Many members of our SAEC have directly participated in the in-depth data analysis process. They served as team members who used the data results to look for causes for both successes and failures in our programs. They contributed to the process of forming improvement theories for areas of need. These theories lead directly to the formulation of our school improvement goals, objectives and strategies. SAEC members participate monthly at our SAEC meetings. SAEC council members help formulate parent and student surveys.

Describe the projected use of SAC funds.	Amount
No projected fund usage.	

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: Reading

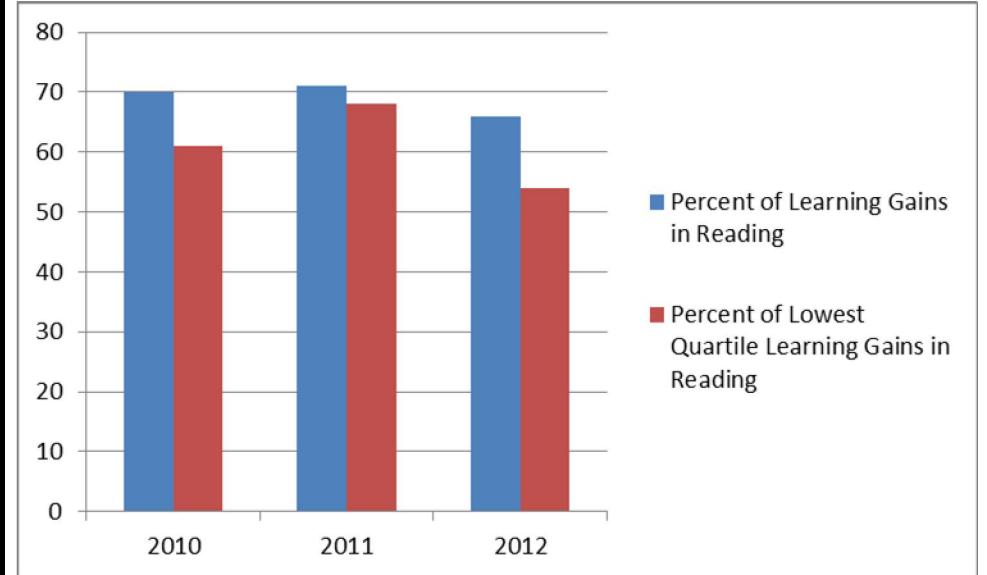
Goal 1: Increase the percent of student learning gains in reading.

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

Student Group 1: All Students and Lowest Quartile

2011-12 Data:

2011-12 Current Level of Performance	2012 – 2013	
Actual (%)	Expected (%)	Actual (%)
66%	70%	



Data Analysis:

There was a decrease in the percent of students making learning gains in reading from 2011 to 2012 from 71% to 66%.

There was a decrease in the percent of the lowest quartile students making learning gains in reading from 2011 to 2012 from 68% to 54%.

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

Goal 1: Strategy/Action Plan 1	
Strategy/Action Steps	Implementation of Technology Resources in every day instruction
Anticipated Barrier	Lack of confidence/training with technology, lack of SuccessMaker licenses
Resources (Human, Material)	Shaunda Burdette, District resources, TOSA, Title I, Media Specialist
Funds Needed/Allocated	\$ 3200.00
Team/Person Responsible for Progress Monitoring	Principal and Assistant Principal
Action Step Progress Monitoring	DATA Days, review of data snapshots
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	70% of students will score proficiently on SuccessMaker Reading

Goal 1: Strategy/Action Plan 2	
Strategy/Action Steps	Utilizing The Max Thompson Strategies of Summarizing, Collaborative Pairing, and Matching Assignments/Assessments to the standards
Anticipated Barrier	Staff training
Resources (Human, Material)	Principal, Assistant Principal, TOSA, Max Thompson training team
Funds Needed/Allocated	none
Team/Person Responsible for Progress Monitoring	Principal and Assistant Principal
Action Step Progress Monitoring	Classroom walk-throughs, lesson plans, and Observations
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	90% of staff will use the Max Thompson strategies on a daily basis in their classrooms

Improvement Area: Math

Goal 2: Increase the percent of student learning gains in Math.

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

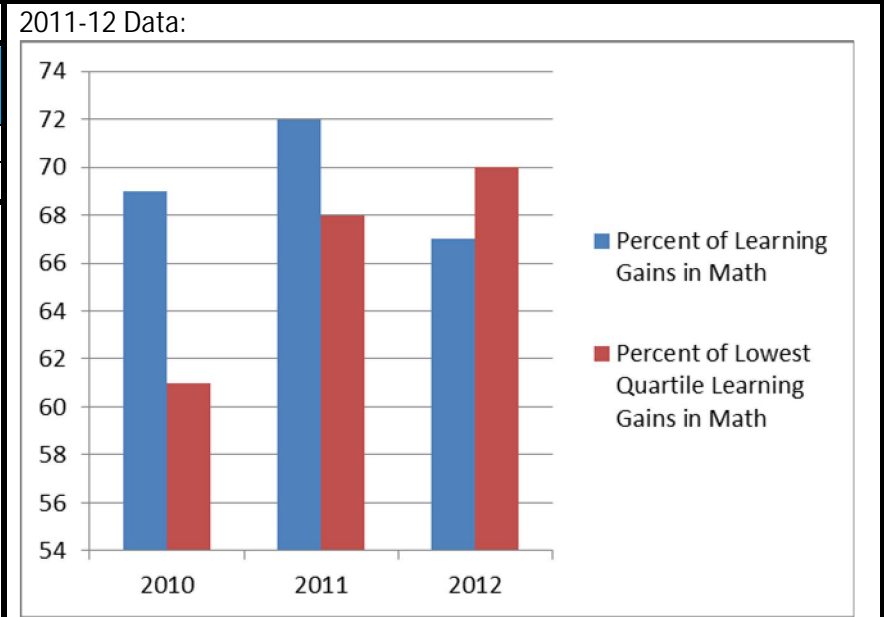
Student Group 2: All Students and Lowest Quartile

2011 – 2012 Current Level of Performance	2012 – 2013	
Actual (%)	Expected (%)	Actual (%)
67%	70%	

Data Analysis:

There was a decrease in the percent of students making learning gains in math from 2011 to 2012 from 72% to 67%.

However, there was an increase in the percent of the lowest quartile students making learning gains in math from 2011 to 2012 from 68% to 70%.



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

Goal 2: Strategy/Action Plan 1	
Strategy/Action Steps	Implementation of Technology Resources in every day instruction
Anticipated Barrier	Lack of confidence/training with technology, lack of SuccessMaker licenses
Resources (Human, Material)	Shaunda Burdette, District resources, TOSA, Title I, Media Specialist
Funds Needed/Allocated	\$ 3200.00
Team/Person Responsible for Progress Monitoring	Principal and Assistant Principal
Action Step Progress Monitoring	DATA Days, review of data snapshots
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	70% of students will score proficiently on SuccessMaker Math

Goal 2: Strategy/Action Plan 2	
Strategy/Action Steps	Utilizing The Max Thompson Strategies of Summarizing, Collaborative Pairing, and Matching Assignments/Assessments to the standards
Anticipated Barrier	Staff training
Resources (Human, Material)	Principal, Assistant Principal, TOSA, Max Thompson training team
Funds Needed/Allocated	none
Team/Person Responsible for Progress Monitoring	Principal and Assistant Principal
Action Step Progress Monitoring	Classroom walk-throughs, lesson plans, and Observations
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	90% of staff will use the Max Thompson strategies on a daily basis in their classrooms

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
"The Art and Science of Teaching" Book Study	School-Wide	Assistant Principal and TOSA	All Instructional Staff	August 2012 Monthly Book Study Sessions; Quarterly Data Days	Monthly School-Wide Share Sessions	Assistant Principal & TOSA
Lesson Study	School-Wide	Assistant Principal	Special Area Teachers and a select group of classroom teachers	Completion Dec. 2012	Lesson Study team will share out to staff	Assistant Principal
Max Thompson	School-Wide	Assistant Principal , TOSA, and selected teachers	All Instructional Staff	Completion Jan. 2013	Classroom walk-throughs. Observations, School-Wide Share Sessions, and Observation Rubrics	Principal and Assistant Principal
Unpacking the Standards (Common Core)	K, 1, and 2	TOSA and Title I	All K, 1, and 2 teachers	May 2013	Lesson Plan Documentation and Observations	Principal and Assistant Principal