



School Name: Lecanto Primary School

Principal: Ms. Vicki Lofton

SAC Chair: Laurie Dunston

District Name: Citrus

Superintendent: Mrs. 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	Ms. Vicki Lofton	School Principal, Ed Leadership, Elementary Education	1	13	LPS School Grade A, 2011-2012 CRE School Grade A, 2010-2011 AYP FCE School Grade A, 2009-2010, AYP FCE School Grade A, 2008-2009 Did not meet AYP
Assistant Principal	Mrs. Jennifer Homan	School Principal, Ed Leadership, Elementary/Early Childhood Education	0	0	HER School Grade A, 2011-2012 HER School Grade A, 2010-2011 Did not meet AYP HER School Grade A, 2009-2010, AYP
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. Participate in placement of college interns	Trained Supervising teachers	Ongoing
2. Provide ongoing support and Professional Development to teachers on current research based initiatives and best practices.	Mentor teachers; Admin team	Ongoing
3.		
4.		

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
57	9% (5)	18% (10)	30% (17)	43% (25)	49% (28)		21% (12)	N/A	42% (24)

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, TOSA, Guidance Counselor, School Psychologist, ESE Staffing Specialist, teachers and parents.

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?

Lecanto Primary School Problem Solving Team/PMP Process

TIER 2

If a student is demonstrating deficits in Reading, Math or Behavior, teachers must develop a PMP with a Tier 2 intervention for that student. PMPs with Tier 2 intervention must also be developed for any student scoring below a 3 on FCAT.

First Step: Start collecting baseline data

For Reading: You may choose one from each area listed below. If you need assistance in using these assessments, please see an administrator or the TOSA.

A. Phonemic Awareness

1) PAST

2) Phonological Awareness & Reading profile

B. Phonics:

1) Phonics survey

2) Phonological Awareness & Reading Profile- Spelling Inventory

3) Running Records on a “cold” read at instructional level (may use A-Z, HB)

4) DIP Assessments

C. Vocabulary

1) Peabody Picture Vocabulary Test (ESE Staffing Specialist has this)

2) STAR Reading reports

3) Weekly Vocab tests from Harcourt Reading Series

D. Comprehension

1) Weekly assessments from Harcourt Reading Series

2) Re-tell Rubric

E. Fluency:

1) One minute Fluency test on a “cold” read

For Math:

A. Have the student take a Star Math Test

B. Record classroom math assessments and graph the scores for class/student

For Behavior:

A. Begin a behavior chart for the student

B. Note behavior on planner/folder for parent signature

C. Have a conference with the parent

Second Step:

1. Review student’s data and determine priority needs

2. Develop targeted goals

3. Write the PMP on Skyward (individually or in a bi-monthly PMP meeting)

4. Have PMP reviewed by administrator

5. When approved, have a parent conference to review and sign the PMP

Third Step:

Progress Monitor the targeted goal using the identified tool for progress. This data will need to be graphed. Attendance at the intervention group needs to be kept. (For reading, keep all the theme skills assessment graphs in the folder, regardless of other tools being used.)

TIER 3

If the student does not make significant progress in a reasonable time frame (within a 9 week grading period) the teacher should request a meeting of the PST to move the student from Tier 2 to Tier 3. At this time, an observation will be made by a regular member of the PST and the teacher will request a vision/hearing screening. Referral for ESE review will be determined by the PST.

First Step: The classroom teacher will notify a Resource Teacher/Aide to contact the parent about a PST meeting. A diagnostic ERDA or G-Made may be administered at this time, either by a Resource Teacher or the TOSA. The Teacher will then prepare to meet with PST, including the parents to:

1. Review all progress monitoring data, including diagnostic

2. Establish 1-2 priority goals

3. A plan will be developed to implement the additional daily intervention to target the goals. Attendance must be kept for the intervention group and graphs of the students in that group must also be kept.

If the student does not show significant improvement, as indicated by the graph:

Second Step:

1. Schedule another meeting with the PST team through
2. The teacher will determine if other assessments are needed (Resource teachers can help with this if needed)
3. Resource teacher/aide will contact the parent to invite them to another PST meeting to review the data.

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 Leadership team is involved in the data analysis of FCAT, AYP, Progress monitoring of all PMP and Tiered assessments and FAIR. Analysis of this data determines professional development needed for the staff and individual assistance needed for students and/or teachers.

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.
The Skyward Data Program stores and sorts data which includes FAIR, FCAT, CBAT, FLKRS, ECHOS, Write Scores and Grades

Describe the plan to train staff on MTSS.
Extensive training has been done previously in the past year, so this year will be a review of the processes. New teachers to the building and to the district will receive additional training in the bi-monthly meetings

Describe plan to support MTSS. Review data during data days; systematically reviewing data on a bi-monthly basis facilitated by the Literacy Leadership and Admin Teams.

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.

x 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>The SAEC committee meets monthly to advise the principal. They are also part of the voting for expenditure of School Recognition Funds and the School Improvement funds. They actively seek parent and community support and suggestions through meetings, surveys and personal contacts.</p>

Describe the projected use of SAC funds.	Amount
Professional Development	\$1000.00
Instructional Materials and Supplies	\$2900.00
Staff and Student Recognition	\$1000.00
School Facilities Improvements	\$500.00
Parent Involvement	\$777.96
Total	\$6177.96

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 X
Comprehensive English Learning Assessment (CELLA)	Yes X
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 X
Professional Development	Yes <input checked="" type="checkbox"/>

Improvement Area:

Goal 1:
 90% of students will score at a level 3 or above on the FCAT Reading Assessment.

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

Student Group 1: Grades 3-5

2011-12 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
65%	90%	

2011-12 Data:

GR	LECANTO PRIMARY	2011	2011R	2012
3	READING %3>	79	69	61
4	READING %3>	70	63	76

Data Analysis:
 Grade level analysis:
 61% of 3rd grade students scored 3 or above.
 76% of 4th grade students scored 3 or above.
 58% of 5th grade students scored 3 or above.

Skills Analysis Mean Point Averages:
 Vocabulary: 3rd grade 6/7
 4th grade 7/8
 5th grade 6/9
 Reading Application: 3rd grade 13/20
 4th grade 13/16
 5th grade 9/14
 Literary Analysis: 3rd grade 8/10
 4th grade 9/13
 5th grade 6/8
 Informational Text: 3rd grade 6/8
 4th grade 6/8
 5th grade 9/14

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

Goal 1: Strategy/Action Plan 1	
Strategy/Action Steps	Instructors will continue to implement the concepts and strategies of Comprehension Connections in order to apply them to independent reading through the use of Essential Questions and response journals.
Anticipated Barrier	Time, lack of training, supplies,
Resources (Human, Material)	Teacher texts, Anchor Chart training and resources, experienced staff members
Funds Needed/Allocated	
Team/Person Responsible for Progress Monitoring	Classroom Teacher and Administrative Team
Action Step Progress Monitoring	Fair Assessment
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 1: Strategy/Action Plan 2	
Strategy/Action Steps	Instructors will implement a balanced approach to reading through the use of explicit vocabulary instruction and high yield strategies such as Mulligan, Dixon, and Kagan practices.
Anticipated Barrier	Lack of training, time, resources
Resources (Human, Material)	Media specialist, novel sets, media center, Wordly Wise 3000 for K-1
Funds Needed/Allocated	
Team/Person Responsible for Progress Monitoring	Classroom Teacher and Administrative Team
Action Step Progress Monitoring	FAIR Assessment
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	

Improvement Area:

Goal 2:
90% of students will score at a 3 or above on the FCAT Math Assessment.

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

Student Group 2: Grades 3-5

2011 - 2012 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
65%	90%	

2011-12 Data:

GR	LECANTO PRIMARY	2011	2011R	2012
3	MATH %3>	81	64	64
4	MATH %3>	71	47	77

Data Analysis:
Grade level score analysis:
3rd Grade students scoring 3 or above – 64%
4th Grade students scoring 3 or above – 77%
5th Grade students scoring 3 or above – 54%

Skills Analysis Mean Point Averages:
Number Operations Problems & Statistics: 3rd grade – 15/21
4th grade – 14/18
Expressions, Equations, and Statistics: 5th grade - 6/10

Number/Fractions: 3rd grade – 7/10
Number/Base 10/Fractions: 4th grade – 8/10
5th grade – 13/22

Geometry and Measurement: 3rd grade – 10/13
4th grade – 9/12
5th grade – 8/14

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

Goal 2: Strategy/Action Plan 1	
Strategy/Action Steps	Instruction will include small group teaching through the Go Math series utilizing workstations/centers that incorporate the use of hands-on activities, manipulatives, and CGI strategies such as real-world scenarios and multi-step problem applications.
Anticipated Barrier	Time for planning/creating activities, lack of resources, scheduling time frames
Resources (Human, Material)	Go Math series manipulatives, ThinkCentral, Interventionists, Fast Math, Successmaker, Mountain Math
Funds Needed/Allocated	
Team/Person Responsible for Progress Monitoring	Classroom Teacher and Administrative Team
Action Step Progress Monitoring	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	

Goal 2: Strategy/Action Plan 2	
Strategy/Action Steps	Classroom instruction will include a balanced approach to teaching math which will include review, active engagement, immediate feedback, and partner and small group work utilizing high yield strategies such as Mulligan, Kagan, and Dixon practices.
Anticipated Barrier	Training in identified practices, Time, Resources
Resources (Human, Material)	Staff members trained in identified practices, TurningPoint technology, Online resources, Go Math manipulatives
Funds Needed/Allocated	
Team/Person Responsible for Progress Monitoring	Classroom Teacher and Administrative Team
Action Step Progress Monitoring	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	

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 Yield Instructional Strategies/Common Core	K-5	Literacy Leadership Team	Schoolwide	Monthly	Classroom Walkthroughs/Lesson Plans/Sharing Sessions	Admin Team
Instructional Technology	K-5	Tech Specialist/Successmaker Team/Admin Team	Schoolwide	Monthly	Progress Monitoring Reports/Lesson Plans/Walkthroughs	Teachers/Admin Team
RTi/Intervention Strategies	K-5	TOSA/Resource Teachers	Schoolwide	Monthly	Progress Monitoring Reports/Data Days	TOSA/Resource Teachers