School Name: Floral City Elementary

Principal: Janet Reed

SAC Chair: Rachel Calma

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	Janet Reed	BA Elementary, MA Curriculum School Principal Certification	30	15	11-12 School Grade A. Reading Mastery 71%, Math Mastery 65%, Writing Mastery 80%, Science Mastery 48%. 10-11 School Grade A, AYP: Met (100%) Reading Mastery 92%, Math Mastery 88%, Writing Mastery 91%, and Science Mastery 68%
Assistant Principal	Jennifer Hetland	BS Elementary, MS Literacy, Ed.S. Ed. Leadership, ESOL Certified, Reading Endorsed, School Principal Certification, NBCT Early & Middle Childhood/Literacy: Reading-Language Arts	1	1	11-12 District Grade A. Reading Mastery Grade 3-66%, Grade 4-70%, Grade 5-69%. Math Mastery Grade 3-64%, Grade 4-68%, Grade 5-67%. Science Mastery 57%. Writing Mastery 3.5 and above-48%. 10-11 District Grade A. Reading Mastery Grade 3-83%, Grade 4-79%, Grade 5-79%. Math Mastery Grade 3-84%, Grade 4-81%, Grade 5-72%. Science Mastery 57%. Writing Mastery 4.0 and above-81%.

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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
31	3% (1)	16% (5)	23% (7)	58% (18)	32% (10)	100%	6% (2)	N/A	32% (10)

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

School-Based MTSS/RtI Team

The School-based MTSS Leadership Team includes the Administrators, Guidance Counselor, ESE Staffing Specialist, School Psychologist, and the classroom teacher. Additional staff members are invited based on the needs of the student such as the Speech-Language Pathologist and School Nurse. Parents are an important part of the RtI process and are included to assist in the definition of the problem, provide insights into solutions, and to support the efforts of the problem solving process.

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?

Each member of the School-based MTSS Leadership Team has a role in the organization and coordination of the MTSSS.

Principal and Assistant Principal: The administrators provide a school-wide perspective about student achievement. They allocate funding for interventions, schedule interventions and staff members needed to implements interventions, and provide oversight for the problem solving process. They also identify areas of staff development and provide those opportunities. The administration is also responsible for communicating to parents and staff the School-based RtI Model.

Guidance Counselor: The guidance counselor participates in data collection, suggestions for interventions and follows up with guidance counseling services when that need is identified. Additionally, the guidance counselor will assist teachers in creating behavior intervention plans for identified students as well as provide lessons in Second Step for students struggling with peer interaction.

ESE Staffing Specialist: The ESE Staffing Specialist participates in data collection, suggestions for interventions, and collaborates with general education teachers through such activities as co-teaching and inclusion.

School Psychologist: The School Psychologist assists in data collection, interpretation, and analysis of data. The School Psychologist also assists in staff development and technical assistance to teachers. The team draws on the training of the School Psychologist to assist with the development of intervention plans and support for ensuring intervention fidelity, documentation and data-based decision making.

General Education Teacher: The classroom teacher provides qualitative and quantitative data about the student and serves as the primary staff member responsible for instruction and interventions, assessments which include screenings, diagnostics, and progress monitoring.

Other members of the MTSS Leadership Team are included based on the needs of the student. The Resource Teacher provides information to the team in regards to the effect of interventions based on the diagnosed deficiency. The Speech-language Pathologist assists in the interpretation of data, data collection, and support in interventions and materials for students with language difficulties. The School Nurse assists in providing information on students identified or perceived to have health concerns impacting student, providing information communicated by parents and physicians.

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 School-based MTSS Leadership Team is an integral part of the planning of the School Improvement Plan. They support the review and analysis of data and AYP status. In addition, they assist in the development and implementation of goals, strategies and action steps.

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 data management system used to summarize tiered data includes information from PMRN/FAIR and FCAT as well as the district formative assessment data through Performance Matters software. Harcourt StoryTown weekly assessments, oral reading fluency probes, Go Math! assessments, Write Scores and discipline data in Skyward will assist in the review and analysis of data.

Describe the plan to train staff on MTSS.

Professional development is provided to all instructional personnel during Faculty Learning Sessions (FLS), grade level, and collaborative sessions. These professional development sessions are provided by members of the School-based MTSS Leadership team who have attended state trainings. New instructional staff members receive training at the Teacher Induction Program and throughout the year as scheduled/needed. The team continues to evaluate the needs of instructional staff and provides additional support or trainings, requesting support from district personnel, as needed.

Describe plan to support MTSS.

As a team we work cohesively to monitor and support all student achievement and to identify and provide interventions designed to maximize student success. Each member provides valuable insight based on their expertise and training as well as relevant data. The team schedules to meet once a week, as needed, and are scheduled during the teacher's planning period. Coverage is provided for the teacher as needed. The data reviewed includes mid-terms, report cards, Progress Monitoring Plans (PMP), Cumulative file, historical academic performance, attendance, behavior records, assessments (FAIR, STAR Reading, STAR, running records, leveling, diagnostics such as ERDA/DAR), and documentation of interventions. After the review of all data, the team clarifies questions, determines the cause, and then identifies strategies designed to address student's area of need. Members are assigned responsibilities for providing interventions, administration of diagnostic instruments, and progress monitoring. The interval between meetings will vary depending on the need of the student and intervention being implemented.

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 SAC is a committed group of parents, students, business and community members as well as teachers, support employees and administrators. This committee recognizes that Floral City Elementary is a Title I school and there is a need to ensure all students be provided with materials in order for the student focus to be on academic achievement. SAC is focused on supporting the development, approval of the School Improvement Plan including budgetary items which includes the required implementation of the Common Core State Standards (CCSS) for kindergarten and grade 1 and the blending of CCSS in grades 2-5 which may include professional development for teachers and lyceums for students. SAC will provide an avenue of communication for said group members to review and discuss budgetary items which include supporting the School Improvement Plan.

Describe the projected use of SAC funds.	Amount
Instructional Materials	$300.00
Common Core State Standards implementation across grade levels and content areas	$200.00
Professional Development aligned to support School Improvement Plan	$200.00
Lyceum	$300.00

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 ☒
Lesson Study	Yes ☒
Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI)	Yes ☒
Increasing Student Achievement	Yes ☒
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 ☒

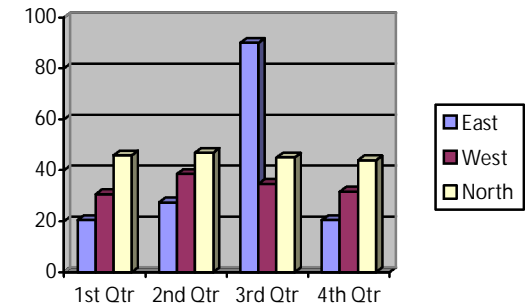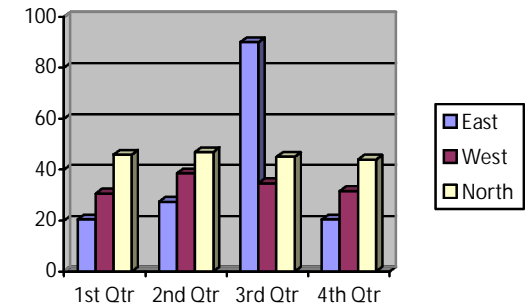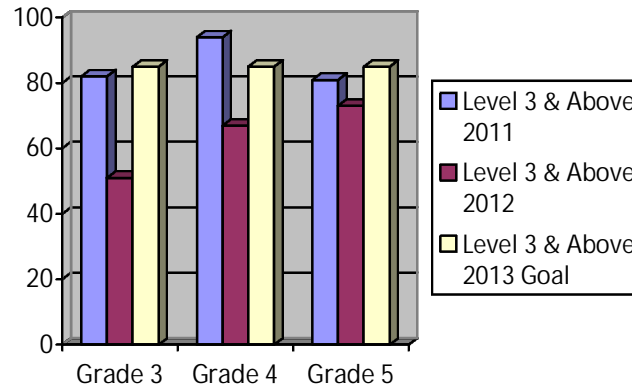| Improvement Area: Math		
Goal 1: To increase the number of proficient (FCAT Level 3 or higher) students meeting high standards in mathematics from 65% of third, fourth and fifth grade students in 2011-2012 to 85% in 2012-2013.	Graphic/Data/Chart to Support Goal and/or Outcome:	

Student Group 1:

2011 and 2012 Data with 2013 Goal:

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

	(%)	(%)
65%	85%	

2012 Data Analysis:
Grade 3 Student Achievement Levels:
Level 5-0%, Level 4-19%, Level 3-32%,
Level 2-34%, Level 1-15%. Percent Scoring
Level 3 and Above-51%

Grade 4 Student Achievement Levels:
Level 5-12%, Level 4-25%, Level 3-31%,
Level 2-19%, Level 1-13%. Percent Scoring
Level 3 and Above-67%

Grade 5 Student Achievement Levels:
Level 5-13%, Level 4-15%, Level 3-44%,
Level 2-12%, Level 1-15%. Percent Scoring
Level 3 and Above-73%

2012-13 Outcome Data: (to be completed at end of 2013 school year)

Legend:
- Level 3 & Above 2013 Goal
- Level 3 & Above 2013 Actual

(Bar chart with y-axis 0–90, categories: Grade 3, Grade 4, Grade 5)

Goal 1: Strategy/Action Plan 1	
Strategy/Action Steps	Teachers will have students write in response to the essential question in math journals/notebooks to provide evidence of learning.
Anticipated Barrier	Teachers are unfamiliar with students writing to provide evidence of learning in math class and the value of writing to respond in math. Time for professional development and planning.
Resources (Human, Material)	Professional Development/support for teachers regarding writing in response to the essential question in math as a way to provide evidence of learning. The professional development will be provided by Janet Reed, Principal, Jennifer Hetland, Assistant Principal, and

	supported by Sue Barmon and Karen Wright instructional staff. Time for planning.	
Funds Needed/Allocated	Title I and TEC	
Team/Person Responsible for Progress Monitoring	Janet Reed, Principal Jennifer Hetland, Assistant Principal	
Action Step Progress Monitoring	Classroom WalkThroughs, student math journals/notebooks, staff survey via Survey Monkey, SuccessMaker data, Go, Math! mid-year and year's end data	
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	SuccessMaker data, Go, Math! mid-year and year's end data, Survey Monkey data	

| Goal 1: Strategy/Action Plan 2	
Strategy/Action Steps	Teachers will incorporate the 8 Mathematical Practices of the Common Core State Standards into their daily math lessons for depth in understanding of the math skill.
Anticipated Barrier	Teachers are unfamiliar with the 8 Mathematical Practices of the Common Core State Standards. Common Core State Standards and the mathematical practices are not a component of the current core math program.
Resources (Human, Material)	Professional Development/support for teachers for the 8 Mathematical Practices of the Common Core State Standards. Professional development will be provided by Janet Reed, Principal, Jennifer Hetland, Assistant Principal, and supported by Sue Barmon and Karen Wright instructional staff. Time for planning.
Funds Needed/Allocated	Title I and TEC
Team/Person Responsible for Progress Monitoring	Janet Reed, Principal Jennifer Hetland, Assistant Principal
Action Step Progress Monitoring	Classroom WalkThroughs, SuccessMaker, Go, Math! mid-year and year's end data
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	SuccessMaker data, Go, Math! mid-year and year's end data
Improvement Area:	

Goal 2: To increase the number of proficient (FCAT Level 3 or higher) students meeting high standards in reading from 71% of third, fourth and fifth grade students in 2011-2012 to 80% in 2012-2013.	Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 2:

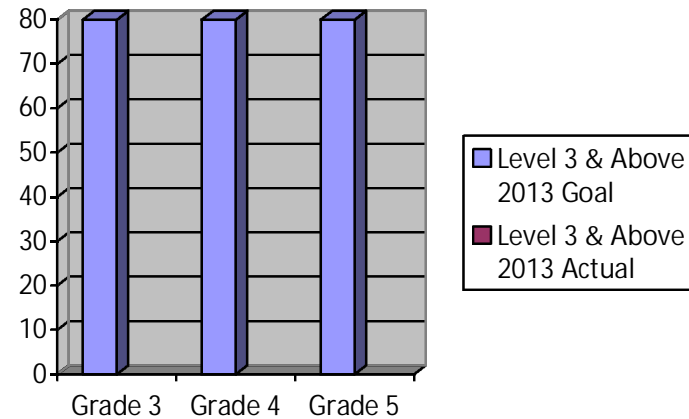| 2011 - 2012 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
71%	80%	
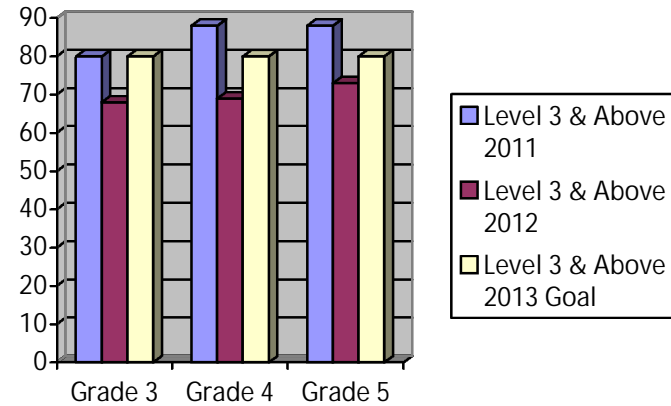
2012 Data Analysis:

Grade 3 Student Achievement Levels: Level 5-9%, Level 4-19%, Level 3-40%, Level 2-21%, Level 1-11%. Percent Scoring Level 3 and Above-68%

Grade 4 Student Achievement Levels: Level 5-14%, Level 4-25%, Level 3-29%, Level 2-25%, Level 1-6%. Percent Scoring Level 3 and Above-69%

Grade 5 Student Achievement Levels: Level 5-17%, Level 4-21%, Level 3-35%, Level 2-21%, Level 1-6%. Percent Scoring Level 3 and Above-73%

2011 and 2012 Data with 2013 Goal:

2012-13 Outcome Data: (to be completed at end of 2013 school year)

Goal 2: Strategy/Action Plan 1

Strategy/Action Steps	Teachers will identify and utilize complex text in narrative, poetry and informational texts (as defined by the Common Core State Standards) during student lessons.
Anticipated Barrier	Teachers are unfamiliar with the Common Core State Standards qualitative dimensions of text complexity rating scale and categories and how to utilize the qualitative scale for text complexity rubric to identify complex text for designated grade level. Text complexity and the Common Core State Standards are not identified or embedded in the current core reading program.
Resources (Human, Material)	Professional Development/support in measuring text complexity and utilizing complex text in the classroom provided by Janet Reed, Principal, Jennifer Hetland, Assistant Principal, and Jean Jaworski, Reading Specialist. Time for grade level teams to collaborate and plan.
Funds Needed/Allocated	Title I
Team/Person Responsible for Progress Monitoring	Janet Reed, Principal Jennifer Hetland, Assistant Principal Jean Jaworski, Reading Specialist
Action Step Progress Monitoring	Classroom WalkThroughs, Collaboration session documentation/discussions, Survey of staff via Survey Monkey, Student achievement in SuccessMaker, FAIR and Comprehension weekly 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	SuccessMaker, FAIR

Goal 2: Strategy/Action Plan 2	
Strategy/Action Steps	Teachers will incorporate extended reading passages in student lessons in grades two through five.
Anticipated Barrier	Teachers are unfamiliar with utilizing extended reading passages; insufficient supply of extended passages appropriate for designated grade level with level of text complexity quantified
Resources (Human, Material)	Collection of Extended Reading Passages
Funds Needed/Allocated	none
Team/Person Responsible for Progress Monitoring	Janet Reed, Principal Jennifer Hetland, Assistant Principal Jean Jaworski, Reading Specialist
Action Step Progress Monitoring	Student achievement in SuccessMaker, STAR, FAIR and extended reading passages data
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	SuccessMaker, STAR, FAIR

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
Common Core State Standards Professional Development (8 Mathematical Practices, Text Complexity, Lesson Study)	PK-5 Math, Reading, and Fine Arts	Janet Reed, Jennifer Hetland, Jean Jaworski	School-wide	8/23/12 – 8:00 am 9/06/12 – 8:00 am Collaboration sessions and FLS week of 9/17/12 10/11/12 – 8:00 am 12/13/12 – 8:00 am 01/03/12 – 8:00 am 01/24/12 - 8:00 am 02/21/12 – 8:00 am 03/21/12 – 8:00 am	Teachers will begin implementing/ blending the Common Core State Standards 8 Mathematical Practices, text complexity and lesson study components into math and reading. Administrators will observe during Classroom WalkThroughs and through discussions at faculty learning sessions and grade level collaboration sessions.	Janet Reed, Principal Jennifer Hetland, Assistant Principal
PD 360 Professional Development in Common Core State Standards	PK-5 Math, Reading, and Fine Arts	Heather Bishop, Janet Reed, Jennifer Hetland, Jean Jaworski	School-wide	10/15/12 – 8:00 am	Teachers will utilize PD360 to acquire additional support in understanding the implementation/blending of the Common Core State Standards in math and reading. Through discussions and Classroom WalkThroughs administrators will observe and check for understanding.	Janet Reed, Principal Jennifer Hetland, Assistant Principal
Writing to Respond to Provide Evidence of Learning	PK-5 All Subject Areas including Fine Arts	Janet Reed, Jennifer Hetland, Jean Jaworski	School-wide	8/30/12 – 8:00 am 10/11/12 – 8:00 am 11/08/12 – 8:00 am 01/24/12 – 8:00 am 02/21/12 – 8:00 am 03/21/12 – 8:00 am	Teachers will incorporate writing to respond to provide evidence of learning with a focus in math, extending into all content areas. Administrators will observe implementation during Classroom WalkThroughs, review of lesson plans and student response journals.	Janet Reed, Principal Jennifer Hetland, Assistant Principal