School Name: Forest Ridge Elementary
Principal: Laura Windham
SAC Chair: Jeff Kopp
District Name: Citrus
Superintendent: 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	Laura Windham	MA in ED Leadership BA Elementary Ed. 1-6 Principal k-12	2	6.5	Forest Ridge Elementary: 11-12 "A" school, 10-11 "A" school, Made AYP in all areas except SWD - Math & Rdg., ED - Math. Crystal River Primary School: 09-10: "A" school. Made AYP in Writing did not make AYP in Math or Reading for SWD and ED. 08-09 –"A" school - did not meet AYP for Writing, or Math for SWD and ED i07-08 " A" school –did not meet AYP in Reading and Math for SWD06-07 –" B" school - met AYP
Assistant Principal	Brendan Bonomo	MA in ED. Leadership Ed. BA Elementary Elem Ed 1-6	12	3	Forest Ridge Elementary: 11-12 "A" School, 10-11 "A" school, made AYP in all groups except SWD - Math & Rdg., ED - Math. Made AYP for all years except 2003, 2004, 2008, 2011.

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
57	2% (1)	20% (12)	29% (17)	47% (28)	44% (26)	100 (52	32% (19)	N/A	33% (20)

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. The Problem Solving Team at Forest Ridge Elementary School is comprised of the Principal, Laura Windham; Assistant Principal, Brendan Bonomo; ESE Specialist, Gary Morrow; Guidance Counselor, Marcia Brown; Teacher on Special Assignment, Kathy Kopp; School Psychologist, Kristen Middlemiss along with the classroom teachers, resource teachers and other interventionists.
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 team develops and maintains a system of academic and behavioral interventions designed to help students be successful. Identified students who are not meeting expectations or who scored a Level 1 or Level 2 on the previous year's FCAT administration may be placed on a Progress Monitoring Plan (PMP). If the student is still unsuccessful with classroom strategies, the teacher will meet with the grade level RtI team to determine placement in an appropriate Tier 2 intervention. If the student continues to struggle, a meeting with the administrative PST will be scheduled. Additional diagnostic testing and additional Tier 3 interventions will be assigned as necessary.
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? Information is collected through data analysis, problem solving team meetings, surveys, and other feedback from the RtI team. The team studies the data and plans for appropriate scientifically based interventions that will best meet student needs. Through reflective practice, the MTSS Leadership Team makes adjustments and improvements to the processes used to identify student needs. Professional development is made available that pertain to identifying student needs and the prescription and delivery of appropriate interventions.

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. FCAT, STAR Reading and Math, SuccessMaker Reports, Harcourt Math and Reading Assessments, Citrus Benchmark Assessments (CBAT), Quick Phonics Screener, G-Made, are some of the data sources used to monitor progress. SKYWARD is our management system for Progress Monitoring Plans.
Describe the plan to train staff on MTSS. Staff development will be conducted through monthly Professional Study Groups and staff meetings. Staff will study the data and determine an effective intervention plan to implement and a monitoring plan for the intervention. Administrators, TOSA, Specialist, Guidance Counselor and Title I Resource Teachers will train, assist and monitor the RtI processes. Grade level teams will meet weekly to discuss processes, interventions, and study student data. Staff will be specifically trained in the PMP processes and SKYWARD utilization during Professional Learning Communities. Our TOSA, Kathy Kopp, will train staff on the implementation of the PMP and assist with the ongoing progress monitoring. Staff will be provided with an easy reference flow chart to guide them.
Describe plan to support MTSS. Each grade level will have a liaison that will be a link to the MTSS Leadership team. Using a common language and system for providing interventions, MTSS will be best supported. An intervention block is built into the master schedule to ensure that time is available for the delivery of interventions.

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.

xx 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 Council will support student achievement through participation in school events and by funding teacher grants. The Council supports staff appreciation week. The Council will make recommendations to Principal in regard to instruction after review of current data, trends and implications.

Describe the projected use of SAC funds.	Amount
Reading	1500.00
Math	1500.00
Science	500.00
Writing	300.00
Technology	1000.00
PBS	500.00
Staff Appreciation	500.00
Parent Involvement	298.02

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: Reading	
Goal 1: Increase the percentage of students scoring a Level 3 or higher on FCAT Reading and increase the percentage of students making learning gains in the bottom 25th percentile.	Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 1:			2011-12 Data: FCAT Reading

2011-12 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
68% Meeting High Standards in Reading	75 % Meeting High Standards in Reading	
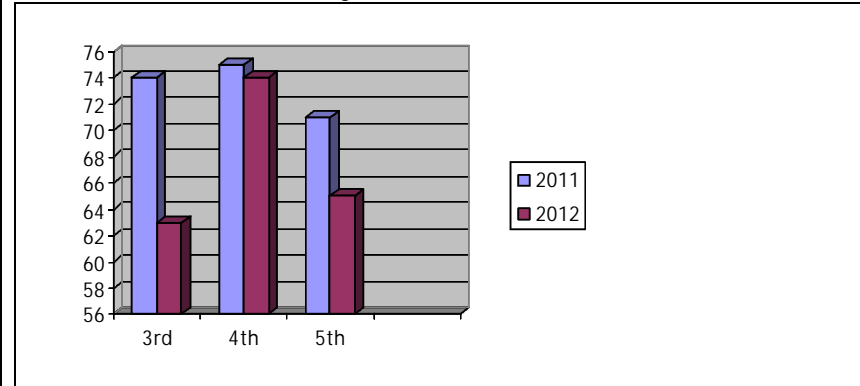
Data Analysis:

Current trends indicate a drop in students scoring 3> in FCAT Reading.

	2010	2011	2012
Grade 5	77%	71%	65%
Grade 4	82%	75%	74%
Grade 3	79%	74%	63%

% of Lowest 25% Making Learning Gains in Reading has decreased:
2010: 74%
2011: 71%
2012: 64%

E.D. population and minority rate has increased over time.

	E.D.	Minority
2010:	61%	22%
2011:	64%	20%
2012:	67%	22%

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

Goal 1: Strategy/Action Plan 1	
Strategy/Action Steps	SuccessMaker Reading for all students in grades 3-5 – DAILY SuccessMaker: before and after school sessions
Anticipated Barrier	Scheduling all students within the school day with available computers
Resources (Human, Material)	2 lab assistants will facilitate the before and after school labs Technology Specialist will create in-school schedule for labs and monitor students' progress toward goals.
Funds Needed/Allocated	Release time for trainings. Possible extra duty for lab assistants.
Team/Person Responsible for Progress Monitoring	Classroom Teachers Technology Specialist Principal
Action Step Progress Monitoring	Daily, weekly and prescriptive reports will reflect student progress target goals.
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	Number of students reaching the target required for Level 3 or higher on FCAT Reading

Goal 1: Strategy/Action Plan 2	
Strategy/Action Steps	Targeted interventions. Training in additional supports to instruct students.
Anticipated Barrier	Personnel and targeted instructional materials to meet student needs.
Resources (Human, Material)	Purchase additional instructional materials for ESOL population. Paraprofessionals and teachers will deliver interventions.
Funds Needed/Allocated	Funds for materials – ESOL specific supports and training
Team/Person Responsible for Progress Monitoring	Classroom Teachers, TOSA, Guidance Counselor, Administration
Action Step Progress Monitoring	Reduced number of students requiring Tier 2 or Tier 3 interventions. Increased number of students reading on or above grade level.
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	Reduced number of students referred from Tier 2 to Tier 3 interventions. Increase number of students in Tier 1.

| Goal 1: Strategy/Action Plan 3		
Strategy/Action Steps	Lesson Study in Grade 5 – teams will focus on targeted CBAT formative assessment areas in need of improvement	
Anticipated Barrier	Time to meet to study data, plan the targeted lesson, teach the lesson and discuss the lesson.	
Resources (Human, Material)	Coverage for classes for team 5 to meet. Lesson Study Materials	
Funds Needed/Allocated	Cost of subs, lesson study materials copy paper	
Team/Person Responsible for Progress Monitoring	5th grade team, TOSA, Administration	
Action Step Progress Monitoring	Students will show improvement in the targeted skill of the lesson study as measured by additional CBAT formative tests.	
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	Increased number of 5th grade students proficient in the targeted skill.	

Improvement Area: Mathematics

Goal 2: : Increase the percentage of students scoring a Level 3 or higher on FCAT Mathematics and increase the percentage of students making learning gains in the bottom 25th percentile.	Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 2:

2011 - 2012 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
69% met high standards	76% will meet high standards	

2011-12 Data: FCAT Math
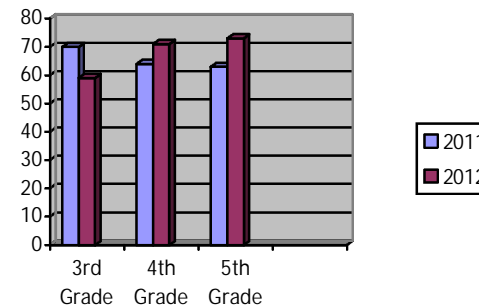
Data Analysis:

Current trends indicate a drop in 3rd grade students scoring 3%> in FCAT Math. However, a significant increase in 5th grade from 2011 to 2012 (63% to 73%). And a notable increase from 2011 4th grade (64%) to 2012 5th grade (73%). Daily targeted interventions included enrichment math which seems to have impacted gains in 5th grade most notably.

	2010	2011	2012
Grade 5	72%	63%	73%
Grade 4	82%	64%	71%
Grade 3	82%	70%	59"%

% of Lowest 25% Making Learning Gains in Math has increased from 2011. We attribute this to daily RtI targeting individual student needs using research based instruction including SuccessMaker and Accelerated Math.
2010: 74%
2011: 70%
2012: 76%

E.D. population and minority rate has increased over time.

	E.D.	Minority
2010:	61%	22%
2011:	64%	20%
2012:	67%	22%

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

Goal 2: Strategy/Action Plan 1		
Strategy/Action Steps	SuccessMaker Math for all students in grades 3-5 – DAILY SuccessMaker: before and after school sessions	
Anticipated Barrier	Scheduling all students within the school day with available computers. Insufficient human resources.	
Resources (Human, Material)	2 aides to supervise the labs Reports, Bulletin Boards to monitor student progress	
Funds Needed/Allocated	Paper for Reports, Extra Duty	
Team/Person Responsible for Progress Monitoring	Classroom Teachers Tech Specialist Principal	
Action Step Progress Monitoring	Daily, weekly and prescriptive reports will reflect student progress target goals.	
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	Number of students reaching the target required for Level 3 or higher on FCAT Reading	

Goal 2: Strategy/Action Plan 2		
Strategy/Action Steps	Targeted interventions. Training in additional supports to instruct students.	
Anticipated Barrier	Personnel and targeted instructional materials to meet student needs.	
Resources (Human, Material)	Purchase additional instructional materials Paraprofessionals and teachers will deliver interventions.	
Funds Needed/Allocated	Funds for materials	
Team/Person Responsible for Progress Monitoring	Classroom Teachers, TOSA, Guidance Counselor, Administration	
Action Step Progress Monitoring	Reduced number of students requiring Tier 2 or Tier 3 interventions. Increased number of students at or above grade level in mathematics.	
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

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
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.						
Lesson Study	5/ Reading	TOSA/ Team Leader	5th grade team	November 2012 release day to plan, prepare, and teach lesson. Additional session in 2nd semester – February 2013	Formative Assessments will monitor progress.	Classroom Teachers
Lesson Study	4/Writing	TOSA/ Team Leader	4th grade team/ Title I teachers	October 2012 release date to plan, prepare and teach lesson Additional session in 2nd semester – January 2013	Write Scores	Classroom Teachers
The Art & Science of Teaching	All subjects – instructional strategies	Tosa/ Administration, Teams	School-wide	Monthly	CWTs. Observations. Evidence of student learning.	Administration
CCSS	CCSS implementation	TOSA	Literacy Leadership Team	Monthly	CWTs. Observations.	Administration
Learning Targets	Admin.	Principal	Admin. Team	Monthly	Evidence of student goal setting.	Administration
Skyward Implementation	ALL	TOSA/ A.P.	School-wide	Ongoing	Report Cards, Grade Books, Discipline Referrals, schedules	TOSA, A.P., Principal, Teacher Rep.