



School Name: Crystal River High School

Principal: Mark McCoy

SAC Chair: Elaine Laga

District Name: Citrus

Superintendent: 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	Mark McCoy	Bachelor of Science, M.Ed. Educational Leadership, Certified PE 1-8, Principal K-12	3	12	<p>2011-2012 School Grade Pending 50% met %3> in reading 54% made learning gains in reading 49% in lowest quartile made learning gains in reading 51% met high standards in Algebra I EOC 63% met standard of 3.5 in writing</p> <p>2010-2011 Grade B, 79% NCLB criteria satisfied. 2009-10: Grade C, 82% of Federal No Child Left Behind Act criteria satisfied. 2008-09: Grade A, 77% of Federal No Child Left Behind Act criteria satisfied. 2007-08: Grade A, 90% of Federal No Child Left Behind Act criteria satisfied. 2006 – 07: Grade B, 92% of Federal No Child Left Behind Act criteria satisfied. 2005-06: Grade A 2004-05: Grade B 2003-04: Grade A 2002-03: Grade A 2001-02: Grade B 2000-01: Grade B</p>
Assistant Principal	Charles Brooks, Jr.	Bachelor of Science, M.Ed. Educational Leadership; Certified ESE, PE K-12, Educational Leadership K-12	11	6	<p>2011-2012 School Grade Pending 50% met %3> in reading 54% made learning gains in reading 49% in lowest quartile made learning gains in reading 51% met high standards in Algebra I EOC 63% met standard of 3.5 in writing 2010-2011 79% NCLB criteria satisfied. No Grade at this time.</p>

					2009-10: Grade C 82% of Federal No Child Left Behind Act criteria satisfied. 2008-09: Grade D, 82% of Federal No Child Left Behind Act criteria satisfied. 2007-08: Grade C, 85% of Federal No Child Left Behind Act criteria satisfied. 2006-07: Grade C, 82% of Federal No Child Left Behind Act criteria satisfied.
Assistant Principal	Kit Humbaugh	Bachelor of Arts Elementary Education, M.Ed. Curriculum, M.Ed. Educational Leadership; Certified Elementary Ed 1 – 6, ESOL and Reading Endorsed, Principal K-12	2	3	2011-2012 School Grade Pending 50% met %3> in reading 54% made learning gains in reading 49% in lowest quartile made learning gains in reading 51% met high standards in Algebra I EOC 63% met standard of 3.5 in writing 2010-2011 79% NCLB criteria satisfied. No Grade at this time 2009-10: Grade C 82% of Federal No Child Left Behind Act criteria satisfied.

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. Administrators and lead teachers review resumes and interview most qualified candidates for teaching positions.	Mark McCoy	On-going
2. Crystal River High School's Teacher Induction Program	Kit Humbaugh	May 2013
3. Mentoring Program – Citrus County Schools District Wide training program to Mentors.	Kit Humbaugh	2 years for each new teacher based on hire date. Ongoing
4. NG-CAR-PD (All teachers excluding those with Reading Endorsement or English teachers currently enrolled in Reading Endorsement training.)	Kit Humbaugh Debbie Stanley – District Literacy Coach	December 2012 – program completion for returning teachers. New session beginning January 2013 for new hires.

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
Seven	<ul style="list-style-type: none"> i ESOL training through Citrus County Beacon PD to enable teachers to earn ESOL hours required in his/her content area. i Two teachers are working toward certification in their content area – (Reading Endorsement and Physical Education)

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
74	4% (3)	21% (17)	36% (30)	39% (32)	51% (42)		21% (17)	N/A	18% (14)

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team Mark McCoy, Kit Humbaugh, and Charles Brooks - Administrators Susan Osterhout - ESE Specialist, Jamie Kolley – Head Guidance Counselor, Mike Callaway – ESE Department Chair, Roy Newman – Assessment Specialist, Mary Wassen – School Nurse, Shalay Jackson – Social Worker, Mike Ridley – School Psychologist, Richard Wilson – Dean of Students, Debbie Stanley – District Literacy Coach, Michael Nelson, Sherry Snowden, Bob Pincus – Guidance Counselors.</p>
<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? The team reviews student data and determines interventions that are appropriate to each individual student. These meetings are held on an as needed basis.</p>
<p>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 team looks at overall student data – academic achievement, discipline, attendance, and interventions. Adjustments are made to student interventions based on the data that is reviewed.</p>
MTSS Implementation
<p>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. Performance Matters, FAIR, CC Formative Assessments, academic success in assigned courses</p>
<p>Describe the plan to train staff on MTSS. Professional development will continue to be provided during teachers’ common planning periods. Additional small group sessions will occur throughout the year. ESE Department to be trained initially during professional development days followed by planning period meetings. 9th grade academy, department heads followed by reading, English, math, science, and social studies. The remainder of the staff will follow.</p>
<p>Describe plan to support MTSS. All data collected will be analyzed at the school, grade, and classroom (content area) level. It will be recorded on district formatted PMP forms and stored in green folders.</p> <ol style="list-style-type: none"> 1. Data gathering – utilize the electronic tools: PMRN, FCAT, CC Formative Assessments, FAIR, Performance Matters, TERMS, and FileMaker Pro to disaggregate data. 2. Analyze – Matrix designed to show progress over time. Team structure in place. 3. Prioritize/Sort – Teams determined the priority of need and level of intervention. 4. Remediate – Interventions recommended including Tier II/III support. 5. Evaluate – Teams revue impact of intervention. 6. Teacher documented intervention, charts, graphs, and records that illustrate student progress or lack of progress. <ul style="list-style-type: none"> i Monthly – Progress Monitoring meeting for Tier I/II i RtI Team Progress Monitoring meeting monthly for Tier III i Tier II in place. Co-teaching for level 1. All 9th grade Intensive Language/English I regular classes. Three blocks are year-long Algebra 1A/1B and two blocks are Informal Geometry. i CRHS has a Learning Center. This lab is facilitated by a Reading Endorsed teacher, an ESE teacher support facilitator, and a classroom aide. i Teachers can assign students to the Learning Center for a number of reasons – assignment completion, assistance studying for tests, and being re-taught key concepts in the content areas, to name a few. <p>Assessment Schedule: * FAIR – three times per year – Level 1 and 2 students * CC Formative Assessments - Reading, Math, and Science. -Mini assessments with the use of Electronic Assessment Tools (clickers)</p>

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.
<ul style="list-style-type: none"> i Review student data from the 2011-2012 school year. i Review CRH SACS Accreditation findings from the 2011-2012 school review that was completed in February 2012 i Revise the CRHS Mission and Vision statement

Describe the projected use of SAC funds.	Amount
Teacher Mini-Grants will be awarded based on requested amounts from the teachers at CRHS. These mini-grants must be tied to student learning and achievement. Consumable items are not permitted. An example of grants that were requested and approved last year were Author and Composer Skyping, classroom library materials, classroom instructional materials to enhance learning (science materials for labs.)	250.00 to 500.00 each.
SAC Funds approved to date:	\$500.00
<ul style="list-style-type: none"> i Biology – Greg Biance – Frogs and Earth Worms for lab dissection 	
<ul style="list-style-type: none"> i Special Diploma – Toby Rowlinson – Life Skills in cooking – cookware 	\$200.00

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 <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 <input checked="" type="checkbox"/>
Postsecondary Readiness	Yes
Dropout Prevention	Yes
Academic Intervention	Yes <input checked="" type="checkbox"/>
Professional Development	Yes <input checked="" type="checkbox"/>

FCAT, FCAT 2.0, & EOC TREND DATA: 2003 - 2012

FCAT MULTI-YEAR COHORT DATA WITH LEARNING GAINS														
GR	CRYSTAL RIVER HIGH	2003	2004	2005	2006	2007	2008	2009	2010	2011	2011R	2012	DIST	FLA
8 (CRM)	READING %3>	52	50	37	37	48	43	50	57	60	58	61	63	55
9	READING %3>	38	34	38	44	45	50	38	46	52	54	48	56	52
10	READING %3>	34	36	33	37	30	38	37	31	33	44	53	49	50
9 & 10	% READ. LEARNING GAINS	55	50	48	55	54	58	46	51	50	NA	56		
9 & 10	% READING LOWEST ¼	60	48	48	49	47	46	43	41	41	NA	52		
8 (CRM)	MATH %3>	64	65	58	58	66	69	70	76	71	63	67	63	57
9	MATH %3>	68	56	67	61	65	68	76	71	NA	NA	NA	NA	NA
10	MATH %3>	68	76	68	72	65	74	72	74	68	NA	NA	NA	NA
9 & 10	% MATH LEARNING GAINS	73	80	74	73	77	74	74	72	73	NA	52		
9 & 10	% MATH LOWEST ¼					77	58	59	59	62	NA	45		
9	Algebra I Winter									NA	NA	62	67	71
9	Algebra I Spring									38	NA	40	54	48
11	SCIENCE %3 >				40	47	40	41	43	37	NA	NA	NA	NA
10	WRITING 3.0	88	85	83	91	84	88	92	94	94	NA	87	83	84
10	WRITING 3.5*	68	68	67	80	62	73	81	81*	NA	NA	63	58	60
10	WRITING 4.0	48	47	46	61	47	56	65	67	71	NA	39	38	48
Class Cohort Color Code		2005	2006	2007	2008	2009	2010	2011	2012	2013	2013R	2014	2015	2016

Improvement Area:
FCAT Reading Grades

Goal 1: To increase the number of students achieving proficiency in reading (level)

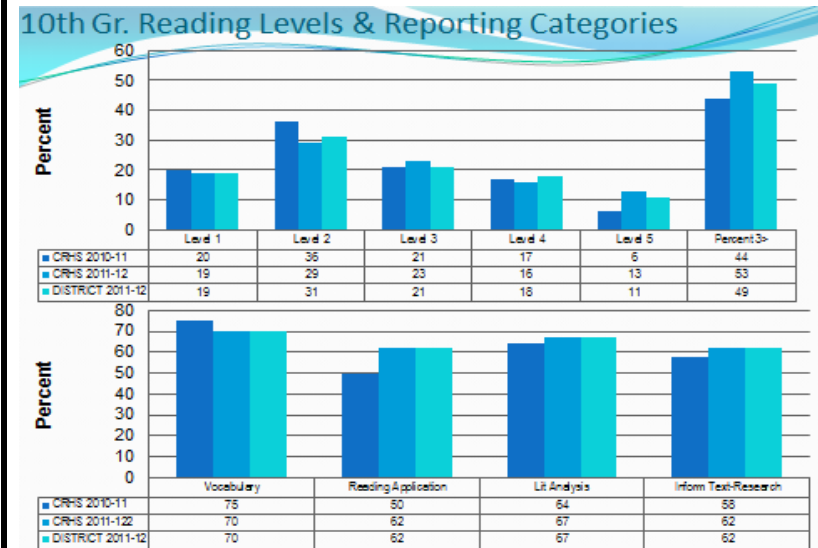
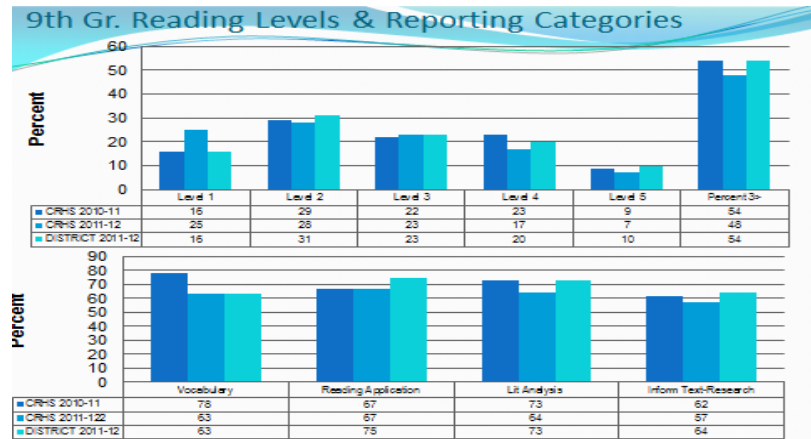
Student Group 1: All 9th and 10th grade students

2011-12 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
50% both grades combined average	55% both grades	

Data Analysis:

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

2011-12 Data:



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

Goal 1: Strategy/Action Plan 1	
Strategy/Action Steps	Provide teachers with Data Days to look at student data from a variety of resources – CC Formative Assessments, FAIR, previous FCAT scores on students, academic success in course work, Performance Matters. Data Days, PD, PLC's will incorporate follow up and will be based on evidence of lessons and student work shared by teachers during these sessions. The English Department will create Thematic Units of study, which are specific to Common Core Standards and align the curriculum with state expectations regarding proficiency and mastery of Common Core Standards.
Anticipated Barrier	Teachers actually having the time to analyze all of the student data and construct and/or adjust learning objectives and learning strategies to sufficiently capture students' areas of need
Resources (Human, Material)	PD in SIM, NG-CAR-PD, District and School-based Literacy Coach. A course is in place for at-risk 9 th graders as an elective.
Funds Needed/Allocated	Data Days funded by the DSC
Team/Person Responsible for Progress Monitoring	9 th grade data team, 10 th grade data team, Cindy McKenna - Literacy Coach, Mark McCoy – Principal, Kit Humbaugh – Assistant Principal
Action Step Progress Monitoring	9 th and 10 th grade student data Matrixes have been created by the School-based Literacy Coach that will be reviewed monthly at Data Day In-services, Classroom Walkthroughs, CC Formative Assessments Data, course success
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	2013 FCAT Scores

Goal 1: Strategy/Action Plan 2	
Strategy/Action Steps	Provide on-going training and support to teachers in the use of Electronic Response Devices (clickers) – effective use in the classroom/uploading student scores in order to analyze the data during planned data days.
Anticipated Barrier	Teachers finding time to consistently incorporate this learning school and progress monitoring tool, as well as, the resistance to traditional classroom teaching and learning.
Resources (Human, Material)	Electronic Response system, CC Formative mini assessments provided by the district, assistance from CRH tech specialist and Assessment Specialist
Funds Needed/Allocated	Data Days funded by the DSC
Team/Person Responsible for Progress Monitoring	Roy Newman – Assessment Specialist, Mark McCoy – Principal, Kit Humbaugh – Assistant Principal, Cindy McKenna – CRHS Literacy Coach.
Action Step Progress Monitoring	Teacher records to show use and implementation of the clickers and District mini assessments, on-going updates to student matrixes.
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	2013 FCAT Scores

Improvement Area: Algebra I EOC

Goal 2:
To increase the number of students passing the Algebra I EOC

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

Student Group 2: 9th and 10th grade students

2011-12 Data:

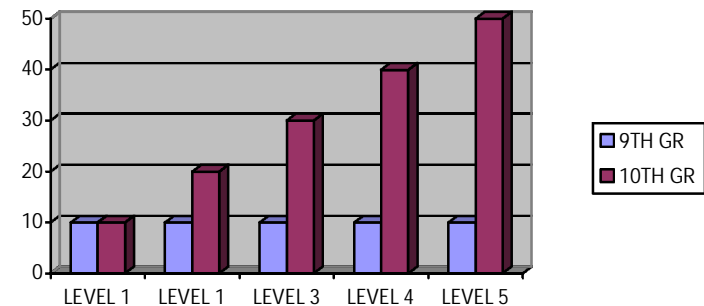
2011 - 2012		2012 - 2013	
Current Level of Performance			
Actual (%)		Expected (%)	Actual (%)
35% 9 th and 10 th combined		55%	

Data Analysis:

School	First time or Retake	Grade	#	Percent Passing	Level 1	Level 2	Level 3	Level 4	Level 5
CHS	First	9	289	54	15	30	48	4	2
	First	10	27	15	30	55	15	0	0
	First	All	315	51	16	22	45	4	2
	Retake	9	52	13	35	52	13	0	0
	Both	All	365	46	19	35	41	3	2
CRHS	First	9	235	49	15	37	40	6	3
	First	10	37	22	32	45	22	0	0
	First	11	5	20	40	40	20	0	0
	First	All	277	44	18	38	37	5	3
	Retakes	9	30	30	20	50	30	0	0
	Retakes	10	1	0	0	100	0	0	0
LHS	Retakes	All	31	29	19	52	29	0	0
	Both	All	305	43	18	39	36	4	3
	First	9	255	74	4	22	51	18	4
AES	First	10	91	30	23	47	30	0	0
	First	11	27	34	37	30	30	4	0
	First	12	5	20	50	0	20	0	0
	First	All	123	60	12	29	44	13	3
	Retakes	9	13	70	5	23	52	5	0
	Retakes	10	9	33	22	44	33	0	0
	Retakes	All	22	55	14	32	55	5	0
	Both	All	400	59	12	29	45	12	3
	First	9	20	90	0	10	80	10	0
	First	10	9	22	56	22	11	11	0
REN	First	10	3	0	33	67	0	0	0
	First	All	12	16	58	25	8	8	0
	Retakes	9	2	0	0	100	0	0	0

Algebra I EOC: All 2011-12

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



Goal 2: Strategy/Action Plan 1	
Strategy/Action Steps	Provide teachers with Data Days to enable them to analyze the data on students who will be taking the Algebra I EOC, looking at the data of those students who have not passed, and teachers adjusting instruction and instructional strategies to align with student deficiencies demonstrated on tests taken.
Anticipated Barrier	Time to coordinate the math curriculum with the new benchmark standards – time to organize and implement during the school day.
Resources (Human, Material)	Student Response Systems, CC Formative mini-assessments, Data Days, classroom walkthroughs, Lesson Plans
Funds Needed/Allocated	Data Days funded by the DSC
Team/Person Responsible for Progress Monitoring	Algebra I teachers, Math Department Head – Beverly Tidwell, District TOSA – Brady Hannett, Mark McCoy – Principal, and Charles Brooks – Assistant Principal
Action Step Progress Monitoring	Reviewing all previous and current student data using 2011-2012 Algebra I EOC data, analyzing CC Formative Assessments data, creating time lines for instruction to align with CC Formative mini-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	2013 EOC Results

Improvement Area: Biology I EOC

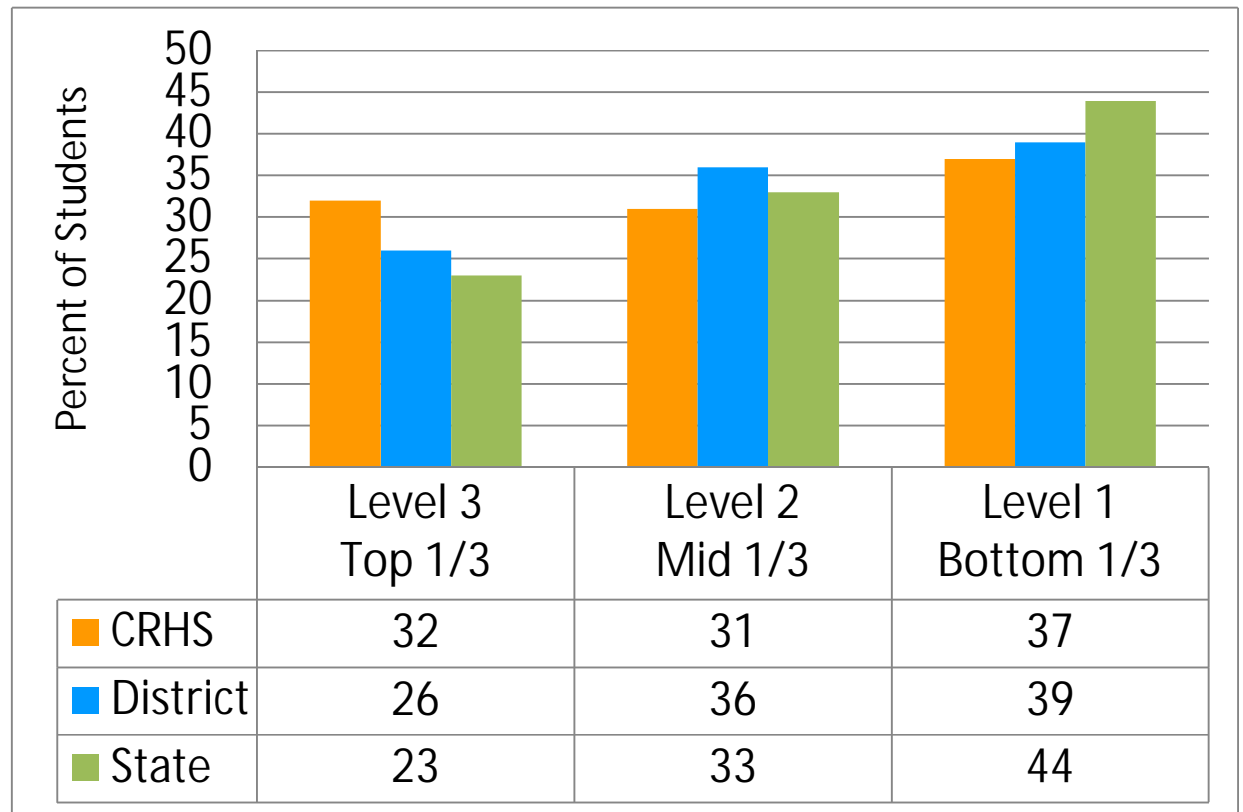
Goal 3 Demonstrate proficiency in Biology I with 50% of student passing the Biology I EOC

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

Student Group 1:

2011-12 Data: First year data distributed scores in top/middle/bottom levels. Anticipated goal would follow DOE trend of Levels 3 & 2 as approximate to passing

2011-12 Current Level of Performance		2012 - 2013	
Actual (%)	Expected (%)	Actual (%)	
32% Top Level, 31% Middle Level, 37% Bottom Level	65% 3>		



Data Analysis:

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

Goal 1: Strategy/Action Plan 1	
Strategy/Action Steps	<ul style="list-style-type: none"> i Teachers who are NG-CAR-PD certified will be utilizing these strategies and will be evident in classroom walkthroughs, sharing during PLC's, and evident in student work. i PD on Lesson Study, which will provide opportunities to share effective lessons and critique lessons to ensure effectiveness with regards to student learning proficiency and content mastery. i Science PLC's enabling teachers to share common content area best practices. i Provide Science Data Days which will enable teachers to analyze areas of strengths and weaknesses in both teaching content and student learning. i PD on writing of informational text enabling teachers to identify strengths and weaknesses of students related to key concepts.
Anticipated Barrier	Time for teachers to review data, prepare and share lessons for lesson study, and consistent fidelity to instructional strategies that are effective.
Resources (Human, Material)	NG-CAR-PD training, Data Days, Performance Matters Data, and Electronic Assessments.
Funds Needed/Allocated	Data Days provided by the DSC
Team/Person Responsible for Progress Monitoring	Tim Byrne - Science Department Head, Mark McCoy – Principal, Charles Brooks and Kit Humbaugh – Assistant Principals, George Bacon, Greg Biance and Maria Moya – Biology Instructors
Action Step Progress Monitoring	CC Formative Assessments with the use of electronic student response system (clickers), follow up of student data during Science PLC's and scheduled Data Days.
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	2013 Biology EOC

Improvement Area: Writing in all classes

Goal 4: To increase the number of opportunities given to students to write in all areas – content areas, vocational, electives, etc. with a specific focus on informational writing.

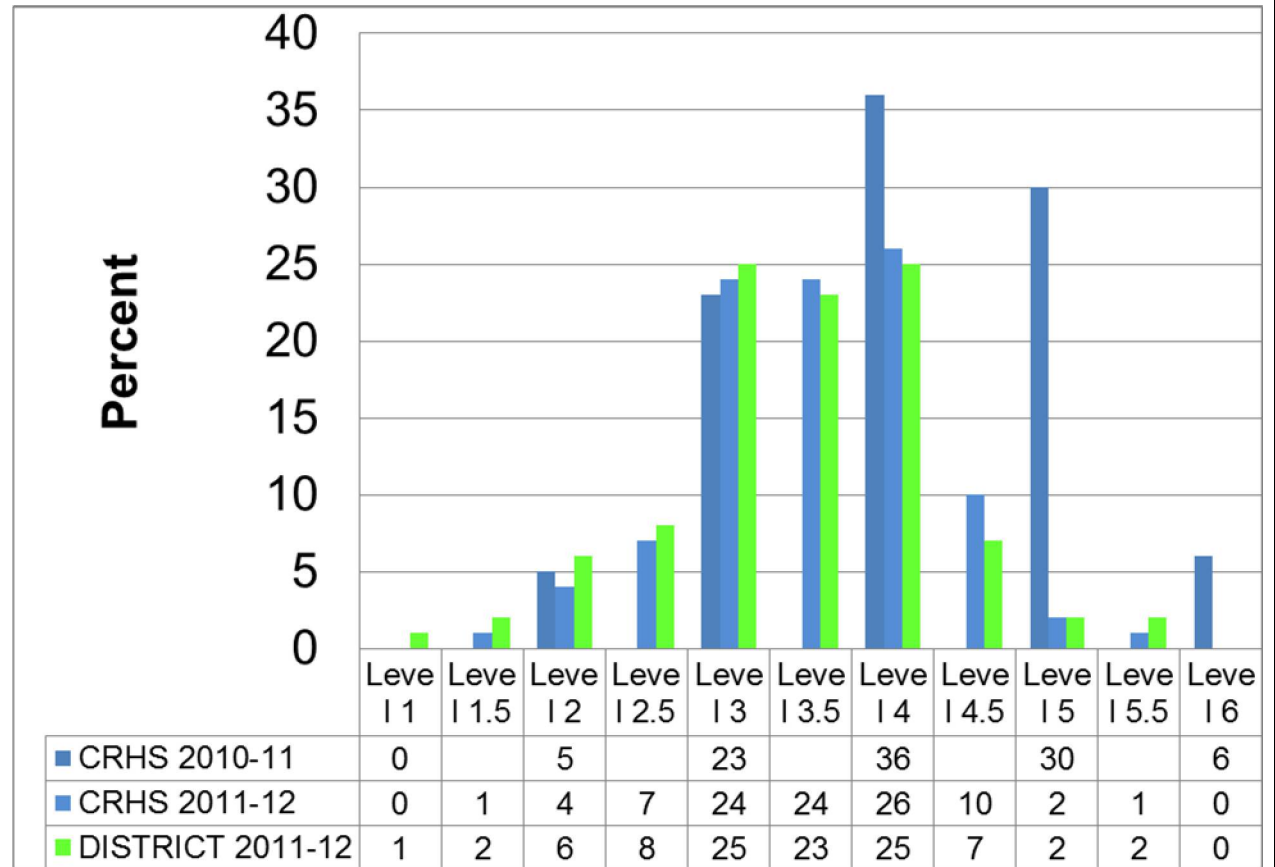
Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 1:

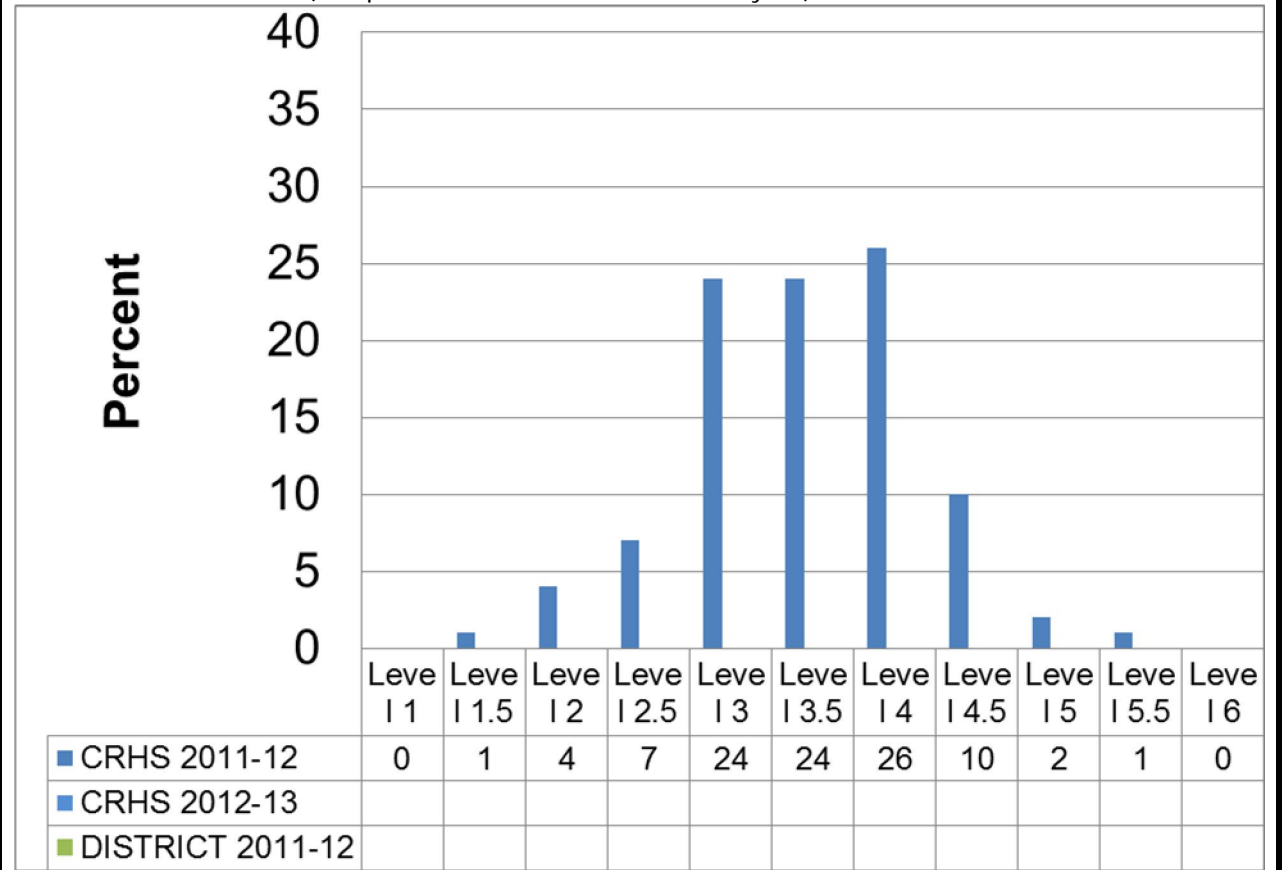
2011-12 Data:

2011-12 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
FCAT Writing 2011-2012 39% 4.0	50%	
FCAT Writing 2011-2012 63% 3.5	70%	

Data Analysis:



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



Goal 1: Strategy/Action Plan 1	
Strategy/Action Steps	Provide all teachers with PD on effectively incorporating writing into their classrooms using content text – quick writes, summarizing, etc.
Anticipated Barrier	Teachers: strategically incorporating time into their lesson plans to provide opportunities for students to write and providing feedback to students.
Resources (Human, Material)	PD times during planning to model effective writing strategies that can be incorporated in all subject areas. Training will be facilitated by Karen Jordan, Beverly Howard and Cindy McKenna.
Funds Needed/Allocated	
Team/Person Responsible for Progress Monitoring	Mark McCoy, Charles Brooks, and Kit Humbaugh – administrators. Cindy McKenna – CRHS Literacy Coach
Action Step Progress Monitoring	Classroom Walkthroughs, Lesson Plans, 10 th grade FCAT writing, AP Scores, Follow-up during PLC's – provide teachers with opportunities to share student work samples, share best practices in specific content areas, collaborate on ways to motivate, evaluate, and vary effective writing practices to increase student learning.
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	2013 FCAT Writing Scores

Improvement Area: Reading and Algebra for lowest quartile students.

Goal 1: To increase the number of students making learning gains in reading and Algebra I and Geometry

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

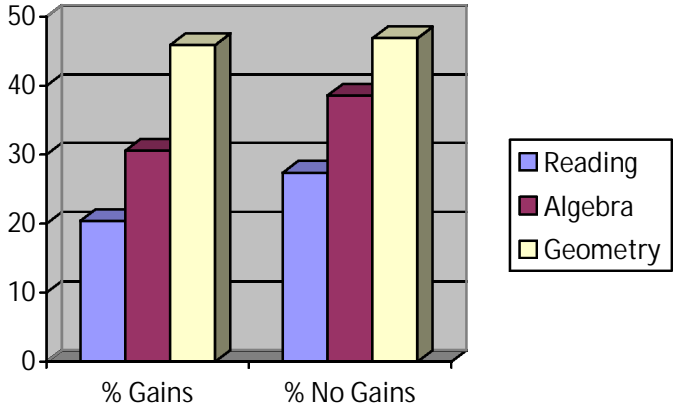
Student Group 1:

2011-12 Data:

2011-12 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
Reading: 52% Algebra 45% Geometry NA	57%	55%

FCAT MULTI-YEAR COHORT DATA WITH LEARNING GAINS															
GR	CRYSTAL RIVER HIGH	2003	2004	2005	2006	2007	2008	2009	2010	2011	2011R	2012	DIST	FLA	
8 (CRM)	READING %3>	52	50	37	37	48	43	50	57	60	58	61	63	55	
9	READING %3>	38	34	38	44	45	50	38	46	52	54	48	56	52	
10	READING %3>	34	36	33	37	30	38	37	31	33	44	53	49	50	
9 & 10	% READ. LEARNING GAINS	55	50	48	55	54	58	46	51	50	NA	56			
9 & 10	% READING LOWEST ¼	60	48	48	49	47	46	43	41	41	NA	52			
8 (CRM)	MATH %3>	64	65	58	58	66	69	70	76	71	63	67	63	57	
9	MATH %3>	68	56	67	61	65	68	76	71	NA	NA	NA	NA	NA	
10	MATH %3>	68	76	68	72	65	74	72	74	68	NA	NA	NA	NA	
9 & 10	% MATH LEARNING GAINS	73	80	74	73	77	74	74	72	73	NA	52			
9 & 10	% MATH LOWEST ¼					77	58	59	59	62	NA	45			
9	Algebra I Winter									NA	NA	62	67	71	
9	Algebra I Spring									38	NA	40	54	48	
11	SCIENCE %3 >				40	47	40	41	43	37	NA	NA	NA	NA	
10	WRITING 3.0	88	85	83	91	84	88	92	94	94	NA	87	83	84	
10	WRITING 3.5*	68	68	67	80	62	73	81	81*	NA	NA	63	58	60	
10	WRITING 4.0	48	47	46	61	47	56	65	67	71	NA	39	38	48	
Class Cohort Color Code		2005	2006	2007	2008	2009	2010	2011	2012	2013	2013R	2014	2015	2016	

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



Goal 1: Strategy/Action Plan 1	
Strategy/Action Steps	Provide teachers with Data Days to look at student data from a variety of resources – CC Formative Assessments, FAIR, previous FCAT scores on students, academic success in course work, Performance Matters. Data Days, PD, PLC’s will incorporate follow up and will be based on evidence of lessons and student work shared by teachers during these sessions. The English Department will create Thematic Units of study, which are specific to Common Core Standards and align the curriculum with state expectations regarding proficiency and mastery of Common Core Standards. Information regarding these lower quartile students will be shared on a consistent basis with the Guidance Department to ensure action plans are put into place to prevent these students from dropping out of school. The ESE department will schedule thirty minute problem solving sessions to address teacher concerns with regards to students who are struggling, those students not meeting learning expectations, identifying and evaluating responses to interventions, etc.
Anticipated Barrier	Teachers actually having the time to analyze all of the student data and construct and/or adjust learning objectives and learning strategies to sufficiently capture students’ areas of need
Resources (Human, Material)	PD in SIM, NG-CAR-PD, District and School-based Literacy Coach. A course is in place for at-risk 9 th graders as an elective – this course not only provides students with high yield instructional strategies, but also gives them opportunities to keep up with their course work with the assistance of peer tutors.
Funds Needed/Allocated	DSC Data Days
Team/Person Responsible for Progress Monitoring	9 th grade data team, 10 th grade data team, Cindy McKenna - Literacy Coach, 9 th and 10 th grade teachers serving these students in all subject areas, Mark McCoy – Principal, Kit Humbaugh – Assistant Principal
Action Step Progress Monitoring	9 th and 10 th grade student data Matrixes have been created by the School-based Literacy Coach that will be reviewed monthly at Data Day In-services, Classroom Walkthroughs, CC Formative Assessments Data, monitoring of student attendance, behavior, all subject area success.
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	2013 Reading and Algebra EOC

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
NG-CAR-PD	9-12	Debbie Stanley	All teachers who do not currently have the Reading Endorsement or CAR-PD	Participants who began this last year will finish by 12/2012	Classroom Walkthroughs, Lesson Plans, PLC's, and Lesson Study.	Mark McCoy, Kit Humbaugh, Charles Brooks, Debbie Stanley
SIM	9-12	Cindy McKenna	All teachers who have earned the Reading Endorsement or CAR-PD.	Weekly PLC's – training and follow-up	Classroom Walkthroughs, Lesson Plans, PLC's, and Lesson Study	Mark McCoy, Kit Humbaugh, Charles Brooks, Cindy McKenna
Data Days	9-11	Karen Jordan, Brady Hannett, Dept. Heads, Roy Newman	All teachers serving FCAT reading and EOC content areas	English I and II – once per month, Algebra I and Geometry EOC 2 times during the school year, Biology EOC one time during the school year, and American History one time during the school year.	Completed data analysis matrixes, Data Day agendas, classroom walkthroughs and PLC's.	Mark McCoy, Kit Humbaugh, Charles Brooks, Roy Newman
PLC for every department	9-12	Admin. and Dept Heads	Teachers will meet to share effective teaching strategies and lessons pertaining to their specific content areas, as well as analyzing student academic success in their classrooms.	Through December with the exception of English I and II, departments and content areas will meet 2 times per month and in January on a weekly basis.	Meeting agendas and minutes, classroom walkthroughs, progress and sharing observed by BLA in assigned content areas.	Dept. Heads, Mark McCoy, Charles Brooks, and Kit Humbaugh