Citrus County SCHOOLS

School Name: Citrus Springs Middle School	**School Information**
Principal: David Roland	
SAEC Chair: Shaunda Burdette	**2012 - 2013**
District Name: Citrus	
Superintendent: Sandra "Sam" Himmel	
Date of School Board Approval: November 13, 2012	

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	David Roland	Bachelor of Science – Social Studies Education, Florida State University; Bachelor of Science – Political Science, Florida State University; Master of Education – Educational Leadership, Nova Southeastern University; Certification – Social Science (6 – 12); School Principal (all Levels); Reading, Endorsement	6	12	Principal of Citrus Springs Middle School 2011-2012: A 2010-2011: A (AYP – N) 2008-2009: A (AYP - N) 2007-2008: A (AYP - N) 2006-2007: A (AYP - N) Assistant Principal of Citrus Springs Middle School 2005-2006: A (AYP - Provisional)
Assistant Principal	Jason Koon	Bachelor of Music – Belmont University; Master of Education – Educational Leadership, University of Phoenix; Certification – Music (6 – 12); Educational Leadership (all Levels)	1	7	Assistant Principal of Citrus Springs Middle School 2011-2012: A Assistant Principal of Inverness Middle School 2010-2011: A (AYP – N) 2009-2010: A (AYP – N) 2008-2009: B (AYP – N) 2007-2008: A (AYP – N) 2006-2007: B (AYP – N) 2005-2006: A (AYP – N)
Assistant Principal	Jennifer Sasser	Bachelor of Science - Mathematics, St. John's University; Master of Education - Educational Leadership, Saint Leo University; Doctorate of Education – Educational Leadership, University of Central Florida; Certification - Mathematics (Grades 6 - 12); Educational Leadership (all Levels)	3	3	Assistant Principal of Citrus Springs Middle School 2011-2012: A 2010-2011: A (AYP – N) 2009-2010: A (AYP – Y)

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. Provide periodic TIP trainings to new teachers	Principal – Roland; Assistant Principals – Koon, Sasser; TOSA – Jenkin	May 2013
2. Conduct weekly collaborative grade level, IMPACT, and department meetings	Core Leadership Team Principal – Roland; Assistant Principals – Koon, Sasser; TOSA – Jenkin	May 2013
3. Partner new teachers with mentors to support and enhance the training of new professionals	Principal – Roland	August 2012
4. Provide opportunity for ESOL classes to those needing training	TOSA – Jenkin	May 2013
5. Partner with local colleges to provide internship experiences for degree seeking students	Principal – Roland; Assistant Principals – Koon, Sasser; TOSA – Jenkin	May 2013

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
Out-of-field – 1.8 % (1 teacher) Not Highly Effective/Effective – - % (- teachers	1. Provide training on the evaluation process. 2. Provide leadership opportunities.

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
55	9% (5)	20% (11)	16% (9)	55% (30)	36% (20)	—	31% (17)	N/A	38% (21)

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

The RtI Leadership Team at Citrus Springs Middle School will be comprised of the following members:

Principal/Assistant Principals: (Roland, Koon, Sasser) The school administrators will provide a common vision for the implementation of data-based decision making, ensure that the RtI process is implemented with fidelity, actively monitor RtI protocol awareness, and articulate the processes and activities related to RtI to the parents.

General Education Teachers: The instructional staff will provide pertinent data related to student performance and core instructional practice, participate in data collection and progress monitoring, deliver instruction, and collaborate with staff regarding the implementation and progress of interventions.

Teacher on Special Assignment (TOSA): (Jenkin) The TOSA will develop, lead, and monitor school core content standards/programs; will identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; will organize the analysis of whole school screening data; will assist in the design and implementation of progress monitoring, data collection, and data analysis; will participate in the delivery of professional development; will provide support for assessment and implementation.

Guidance Counselor: (Pettit, Stokes) The Guidance Counselor will participate in the collection, interpretation, and analysis of data; will serve as a member of the child study team in order to develop appropriate interventions; will monitor intervention fidelity and documentation; will assist with the monitoring of PMPs.

ESE Staffing Specialist: (Purinton) The ESE Staffing Specialist will participate in the collection, interpretation, and analysis of data; will provide support for intervention fidelity and documentation; will provide professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation.

School Psychologist: (Shea) The School Psychologist will participate in the collection, interpretation, and analysis of data; will provide support for intervention fidelity and documentation; will provide technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation.

Speech Language Pathologist (SLP): The SLP will educate the team about the role language plays in curriculum, assessment, instruction and as a basis for appropriate program design; will assist in the selection of screening measures; will help identify systemic patterns of student need with respect to language skills.

*Behavior Specialist, School Resource Officer, and Social Worker: Each will provide specific information and guidance regarding history and interventions.

*Parent: The parent will provide vital information regarding the child's history, work ethic, responsibility, and home life as well as serve as a partner in the child study team.

*Student: The student will share needs, concerns, and overall successes as related to intervention plans.

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 purpose of this team is to develop and maintain a system of academic and behavioral interventions designed to help students succeed. The MTSS Leadership team will meet to discuss students of concerns and list strategies to ensure their success. This process will be aided from the collection of data from IMPACT meetings.

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our school, teachers, and in our students?

The team facilitates the following activities during IMPACT meetings:

Review universal screening data and link to instructional decisions; review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify instructional strategies based on students' learning inventory and resources to address individual student needs. The team will also collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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 will work with the staff to identify areas of need in the core curriculum, apply appropriate curriculum changes, monitor school wide data, and provide staff development to support intervention strategies.

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 Progress Monitoring and Reporting Network (PMRN) will be used to manage data from the Florida Assessment in Reading (FAIR); Performance Matters will be used to manage data from the Citrus County benchmark assessments and Florida Comprehensive Assessment Test (FCAT); Data from SuccessMaker will be utilized to monitor student progress in the area of mathematics; the Scholastic Reading Inventory (SRI) will be used to determine lexiles. Each month, information from Skyward (Discipline and Behavior Management System) will be shared with school during grade level meetings to summarize data for behavior.
Describe the plan to train staff on MTSS. Professional development on the MTSS process will be provided at staff meetings throughout the year. The MTSS team will evaluate additional staff PD needs during MTSS leadership team meetings.
Describe plan to support MTSS. We will utilize our meetings (department, IMPACT, grade level, and staff) to discuss and troubleshoot the MTSS process. During these meetings we will gather feedback from the staff, and during SAEC meetings we will gather feedback from our parents and community members to address issues. Based on data and feedback we will adjust the MTSS process as necessary.

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 SAEC would focus on continuing to improve communication and increasing parent involvement. They requested that the school continue to address the needs of the gifted and level 5 students. Upcoming meeting dates will be shared in the newsletters, on the message board outside of school, and through the automated callout system prior to the meeting. The SAEC will try to organize volunteers to help with activities at school such as the Falcon Festival and the CSMS Talent Show.

Describe the projected use of SAC funds.	Amount
SAEC Mini-grant Fund	$1379.44
Curriculum, Technology, Staff Development with Principal Approval	$1000.00
Staff Appreciation	$500.00
Student Recognition – Academic Awards	$1000.00
Sunshine State Young Readers Award Recognition	$500.00
Headphones for Computer Labs	$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 ☒
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: On the 2012 FCAT in Reading, 71% of students made learning gains in reading. The 2013 reading goal is for 74% or more of students to make learning gains on the reading FCAT.	Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 1: All 6th, 7th, and 8th grade students

2011-12 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
71%	74%	

2011-12 Data:
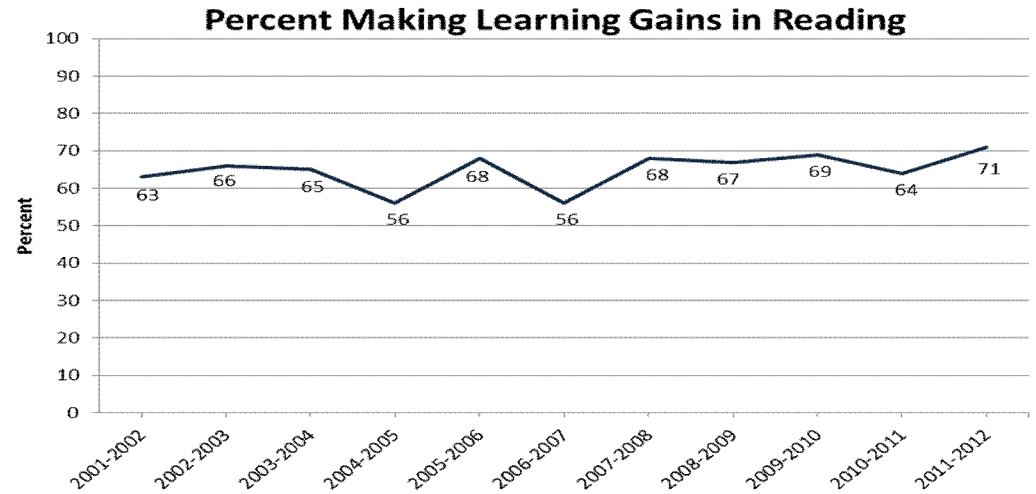
Data Analysis:

The percentage of students making learning gains in reading increased from 64% (2010-2011) to 71% (2011-2012).

The 2013 reading goal is to increase by 3 percentage points and have 74% or more of students making learning gains on the reading FCAT.

Percent Making Learning Gains in Reading

Data points: 2001-2002: 63, 2002-2003: 66, 2003-2004: 65, 2004-2005: 56, 2005-2006: 68, 2006-2007: 56, 2007-2008: 68, 2008-2009: 67, 2009-2010: 69, 2010-2011: 64, 2011-2012: 71

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

Goal 1: Strategy/Action Plan 1		
Strategy/Action Steps	Provide NGCAR-PD training with an emphasis on Common Core to the language arts, reading, science, social studies, music, business, and art teachers.	
Anticipated Barrier	Reading expertise in content area classes	
Resources (Human, Material)	TOSA – Eileen Jenkin; NGCAR-PD training materials; Common Core training materials	
Funds Needed/Allocated	TEC funds to cover substitutes for teachers to participate in training.	
Team/Person Responsible for Progress Monitoring	TOSA – Eileen Jenkin	
Action Step Progress Monitoring	NGCAR-PD Walk-through tool will be utilized by administration to determine effectiveness of NGCAR-PD strategies. ERO registration will also be utilized to determine progress of training.	
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	SRI Testing	

| Goal 1: Strategy/Action Plan 2		
Strategy/Action Steps	Schedule IMPACT meetings and data days to review individual student data and implement strategies to address areas of need.	
Anticipated Barrier	Time restraints to review individual student reading data	
Resources (Human, Material)	Entire instructional staff; Multiple Intelligence Inventory; Student Interest Survey; Performance Matters	
Funds Needed/Allocated	Data Day Funds	
Team/Person Responsible for Progress Monitoring	Entire instructional staff	
Action Step Progress Monitoring	Review IMPACT leaders meeting templates/notebook to determine progress and effectiveness. During core meetings, leadership team will share and report progress of IMPACT meetings.	
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	Percentage of IMPACT students discussed	

Improvement Area: Mathematics

Goal 2: On the 2012 FCAT in Mathematics, 79% of students made learning gains in mathematics. The 2013 mathematics goal is for 82% or more of students to make learning gains on the mathematics FCAT.	Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 2: All 6th, 7th, and 8th grade students

2011 - 2012 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
79%	82%	

2011-12 Data:
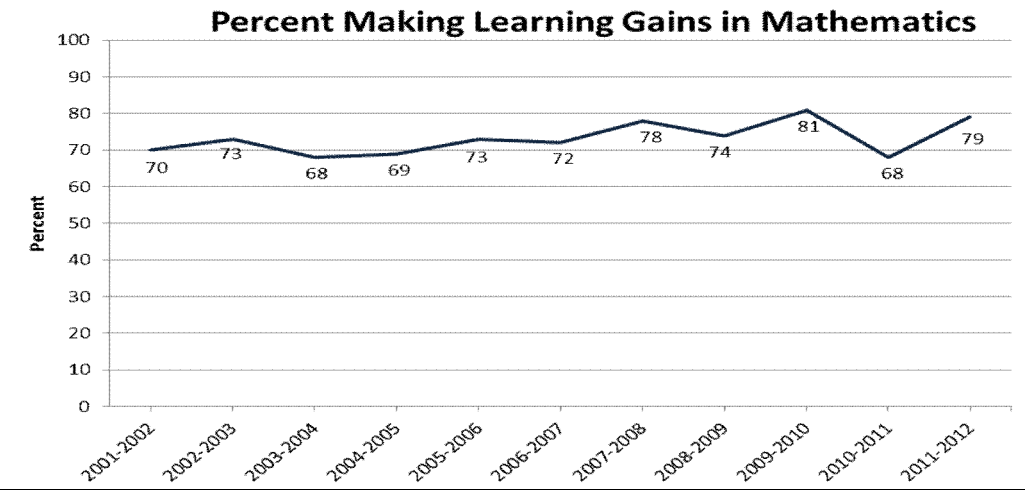
Data Analysis:

The percentage of students making learning gains in mathematics increased from 68% (2010-2011) to 79% (2011-2012).

The 2013 reading goal is to increase by 3 percentage points and have 82% or more of students making learning gains on the mathematics FCAT.

Percent Making Learning Gains in Mathematics

Percent (y-axis 0 to 100)

Values by year:
- 2001-2002: 70
- 2002-2003: 73
- 2003-2004: 68
- 2004-2005: 69
- 2005-2006: 73
- 2006-2007: 72
- 2007-2008: 78
- 2008-2009: 74
- 2009-2010: 81
- 2010-2011: 68
- 2011-2012: 79

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

Goal 2: Strategy/Action Plan 1	
Strategy/Action Steps	Participate in HELIOS Lesson Study Grant.
Anticipated Barrier	Limited exposure to inquiry based instruction, which is a high-yield research based instructional approach
Resources (Human, Material)	Mathematics and Science Teachers; TOSAs for Mathematics and Science; FCR-STEM; set of netbooks
Funds Needed/Allocated	HELIOS Grant Funding
Team/Person Responsible for Progress Monitoring	FCR-STEM and Educational Services
Action Step Progress Monitoring	Completion and revision of lessons; Observation Checklist
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	Completion of Lesson Study

Goal 2: Strategy/Action Plan 2	
Strategy/Action Steps	Schedule IMPACT meetings and data days to review individual student data and implement strategies to address areas of need.
Anticipated Barrier	Time restraints to review individual student reading data
Resources (Human, Material)	Entire instructional staff; Multiple Intelligence Inventory; Student Interest Survey; Performance Matters
Funds Needed/Allocated	Data Day Funds
Team/Person Responsible for Progress Monitoring	Entire instructional staff
Action Step Progress Monitoring	Review IMPACT leaders meeting templates/notebook to determine progress and effectiveness. During core meetings, leadership team will share and report progress of IMPACT meetings.
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	Percentage of IMPACT students discussed

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
HELIOS – Lesson Study	6, 7, 8 Mathematics	Educational Services and STEM	Mathematics and Science Teachers	Summer Trainings; Trainings and Lesson Study Days throughout the year	Completion of Lesson Study	FCR-STEM and Educational Services
NG-CARPD with emphasis on Common Core	6, 7, 8	Eileen Jenkin	Reading, Language Arts, Science, Social Studies, Art, Business, Music Teachers	Half day initial training; Planning period meetings throughout the year	Walk-through data	Eileen Jenkin
IMPACT, Department, and Grade Level Meetings	6, 7, 8	Teacher Leaders	Entire Staff	Weekly	Meeting Notes	Core Leadership Team
Turning Point System Clicker Trainings	6, 7, 8	John Mullen	Reading, Mathematics, Science, and Civics Teachers	Planning period meetings – 2 days	Performance Matters for completion of data upload	Eileen Jenkin Core Leadership Team
Data Days	6, 7, 8	Eileen Jenkin	Entire Staff	3 Meetings throughout the year	ERO Evaluation Completion	Eileen Jenkin Core Leadership Team
AVID Training	7	Jason Koon	7th Grade AVID teachers	Summer Training and weekly meetings	Site team plan	Jason Koon
Common Core Trainings – Reading with Stuart Greenburg, Mathematics with Juli Dixon, and Administrator Training	6, 7, 8	Educational Services	Reading and Mathematics Teachers; Administrators	Summer Training	ERO Evaluation Completion	David Roland