School Name: Inverness Primary School

Principal: Marlise E. Bushman

SAC Chair: Frederick Ramlow

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	Marlise E. Bushman	BA, MEd, Early Childhood Education, Elementary Education, Educational Leadership, School Principal, Reading Endorsement, ESOL Endorsement	34	18	2011-2012 A 2010-11 A AYP -No 2009-10 A AYP -No 2008-09 A AYP -No 2007-08 A AYP -No 2006-07 A AYP -No 2005-06 B AYP -Provisional 2004-05 A AYP -Yes 2003-04 A AYP -Yes 2002-03 A AYP -No 2001-02 A 2000-01 C 1999-00 A 1998-99 C
Assistant Principal	Michelle McHugh	BA, MEd, ESOL & Reading Endorsement, Elementary Education, Educational Leadership	8	5	2011-2012 A 2010-11 A AYP -No 2009-10 A AYP -No 2008-09 A AYP -No 2007-08 A AYP -No 2006-07 A AYP -No 2005-06 B AYP -Provisional 2004-05 A AYP -Yes

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. Conduct monthly Teacher Induction Program sessions that support and enhance the training of new professionals.	Marlise E. Bushman	May 2013
2. Provide Teacher Mentors to lend assistance to new professionals.	Marlise E. Bushman	May 2013
3. Coordinate ESOL Endorsement training program for necessary staff.	Heather McLeod	May 2013
4. Establish an Early Childhood Program with students at the neighboring high school to support and enhance the K-12 training of future professionals.	Carolyn Lawler	May 2013
5. One-on-one administrator-staff member meetings annually to discuss professional development goals, progress and evaluation.	Marlise E. Bushman	May 2013
6. Professional Learning Communities, Lesson Studies and Book Studies focusing on student work in different academic areas monthly.	Marlise E. Bushman	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
2 out of field in ESOL	Coordinate ESOL Endorsement training program for necessary staff.

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
52	4% (2)	18% (9)	38% (20)	40% (21)	33% (17)		25% (13)	NA	44% (23)

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

Administrators: Marlise Bushman & Michelle McHugh, ESE Specialist: Jana Flaherty, Guidance Counselor: Diane Buie, Teacher On Special Assignment: Heather McLeod, School Psychologist: Yvonne Sullivan, Intervention Teachers & Classroom Teachers. Additional Staff Members are determined by needs of students: Speech/Language Pathologist, School Nurse, Behavior Specialist, School Resource Officer, and Social Worker. Parents are an important part of this Team as well and are invited to each Problem Solving Team meeting.

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 meets monthly with the ESE Specialist and the TOSA to analyze students' data and goals. As indicated by the data and progress monitoring guidelines, the Problem Solving Team is then called to meet as a whole on Thursdays at 1:00 p.m.to further analyze and discuss the students' data and goals. Meetings are scheduled by the ESE Specialist assistant in 45 minute blocks per student. The ESE Specialist assistant and the Guidance Counselor's secretary provide teacher coverage. Meetings are held in the Professional Development Center. The following data/information is brought to the meeting: attendance, cumulative folder, green folder, ESE records (if applicable), current PMP, parent conference forms, behavior information (major/minor infractions, behavior contracts, etc.) and ALL assessment data (FAIR, STAR, CBAT, FCAT, Guided Reading Level, curriculum based assessments from Harcourt Reading and Math, results of diagnostic assessments, Success Maker reports). The Guidance Counselor is responsible for gathering the attendance information and cumulative folder. The ESE Specialist gathers any applicable ESE records. The classroom teacher brings the parent conference forms, behavior contracts, results of diagnostic assessments and curriculum-based assessments. All other data can be accessed online through Skyward. A laptop computer, projector, document camera and screen are permanently set up in the meeting location and used for information sharing. The team examines all of the student's academic and health/medical files. The discussion includes: The problems for which the teacher is referring the student and why she or he thinks the problems are occurring, how this student compares in these problem areas relative to the other students in the class/grade level and the student's academic/social strengths and challenges. Based on all of the above information and discussion, the RtI Problem Solving Team will identify professional development and resources, problem solve, share effective practices, evaluate implementation, make decisions, and implement new processes or strategies.

Specific Members and their roles and responsibilities are:

Principal/Assistant Principal: 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 Tier 1/2 instruction, and collaborate with staff regarding the implementation and progress of Tier 2/3 interventions.

Intervention/ESE Teachers: Intervention/ESE teachers will provide interventions, participate in Tier 2/3 interventions/progress monitoring, and collaborate with general education teachers to align interventions with the core curriculum.

Teacher on Special Assignment (TOSA): 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 monitor intervention fidelity and documentation; 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: The Guidance Counselor will participate in the collection, interpretation, and analysis of data; will serve as a member of the problem solving team in order to develop appropriate interventions.

ESE Staffing Specialist: 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: The School Psychologist will participate in the collection, interpretation, and analysis of data; will provide support for intervention fidelity and documentation; professional development and 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's intervention team.

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 RtI Leadership Team participated in the development of the School Improvement Plan at the SIP Planning Meeting. This team is critical to the implementation of the plan, as the members of the Administrative Team they are responsible for monitoring action steps for each of the goals.

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. Baseline data is compiled through the Progress Monitoring and Reporting Network (PMRN) and Performance Matters program containing FAIR, CBAT and FCAT assessment data. Progress Monitoring data is compiled on PMRN, Performance Matters and Skyward gathering the above data plus Citrus Benchmark Assessment Test (CBAT), Just Reads! Fluency probes, Harcourt weekly assessment, and Harcourt oral reading fluency probes. Midyear data is gathered using FAIR and CBAT. End of the Year data is gathered using FAIR, CBAT, & FCAT. Problem Solving Team Meeting results are documented through the updated PMP and the summary section of the RtI Problem Solving Team Alert form. This form is distributed to those in attendance. Quarterly Data Days will be held for data analysis. Data trends will be shared bi-annually with all major stakeholders including the School Advisory Council, parents, teachers and students.

Describe the plan to train staff on MTSS.
Staff review training will occur annually on the RtI process with more in depth training provided to new staff members during Professional Learning Communities. Staff members are provided with a written description of the process as well as a flowchart of the process. Bi-weekly Professional Learning Communities meet to study student work, analyze the work and develop interventions needed.

Describe plan to support MTSS.
Title 1 funding is used to fund two intervention/ESE teachers, two support staff members and one Technology Teacher to support classroom teachers with students that are Tier 2 and Tier 3. The intervention/ESE teachers assist and pull these students to focus in on specific skill deficits. On-going professional development is presented weekly to further develop teachers in high effect strategies. PST meetings are held on Tier students to discuss progress and variations in needed instruction. PST meetings are attended by the school-based RTI team.

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 committee meets monthly and is a vital part of our school community. They have made a commitment this year to increase parent involvement in SAC meetings and began this endeavor by attending and recruiting parents at all Open Houses. They also committed to increasing communications with parents regarding the meeting agendas and decisions through a newsletter, bulletin board and parent callout messages. The SAC votes on the expenditure of School Recognition Funds and the School Improvement funds. They are actively involved in the academic focus of the school and participate in the reading, science, math, and outdoor Family Nights and other school events. They actively seek parent and community support and suggestions through meetings, surveys and personal contacts. The purpose of the SAC is to: A. Assist in providing support to parents, teachers, students and community for school programs.   B. Facilitate school communication with parents and community.   C. Inform and advise school staff regarding community conditions, aspirations and goals.   D. Assist the principal in preparation and evaluation of the School Improvement Plan.   E. Provide assistance in the preparation of the school's annual budget and continuous improvement plan.   F. Jointly decides on A+ award.

Describe the projected use of SAC funds.	Amount
Student After School Writer's Club	$175.00
Staff Development/Analyzing Data	$1908.07
Science Fair Subs	$130.00
Staff Appreciation	$150.00

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: To increase student learning gains of all students and those in the lowest quartile	Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 1:			Percent of all students and lowest quartile making learning gains

2011-12 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
75%	80%	
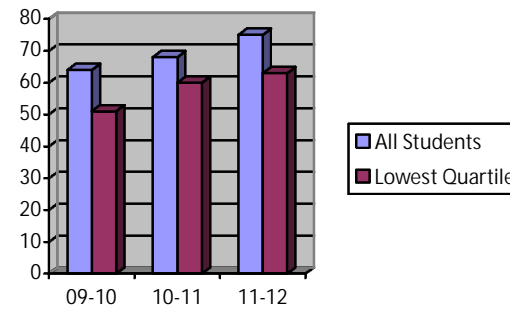
Data Analysis:
There has been a steady increase in the percent of students making learning gains in reading from 2009-10 to 2011-12 from 64% to 75%.
There has been a steady increase in the percent of the lowest quartile students making learning gains in reading from 2009-10 to 2011-12 from 51% to 63%.

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

Goal 1: Strategy/Action Plan 1	
Strategy/Action Steps	Train staff in the Max Thompson Strategies of Extended Thinking, Summarizing, and Vocabulary
Anticipated Barrier	Staff development time and funds, students lack reading stamina
Resources (Human, Material)	Max Thompson resource books, reading stamina passages, text complexity resources
Funds Needed/Allocated	$3900 - Title 1 & TEC funds for teacher substitutes for training
Team/Person Responsible for Progress Monitoring	Principal, Assistant Principal, Max Team
Action Step Progress Monitoring	Classroom walk-throughs, lesson plans, artifacts at monthly staff meetings, observations, and review of data walls on 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	90% of instructional staff will use these high yield strategies on a daily basis in their classrooms.

| Goal 1: Strategy/Action Plan 2	
Strategy/Action Steps	Train staff in the Common Core Standards
Anticipated Barrier	Staff development time and funds, texts lack complex reading passages
Resources (Human, Material)	Common Core Resource Books and website
Funds Needed/Allocated	$3900 - Title 1 & TEC funds for teacher substitutes for training
Team/Person Responsible for Progress Monitoring	Principal, Assistant Principal, TOSA
Action Step Progress Monitoring	Classroom walk-throughs, lesson plans, artifacts at monthly staff meetings and observations, and review of data walls on 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	100% of K-1st grade instructional staff will use these Common Core Standards on a daily basis in their classrooms. Grades 2-5 will begin to use Common Core Standards as possible.

Improvement Area: Math	

Goal 2: To increase student learning gains of all students and those in the lowest quartile	Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 2:			Percent of all students and lowest quartile making learning gains

2011 - 2012 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
71%	80%	
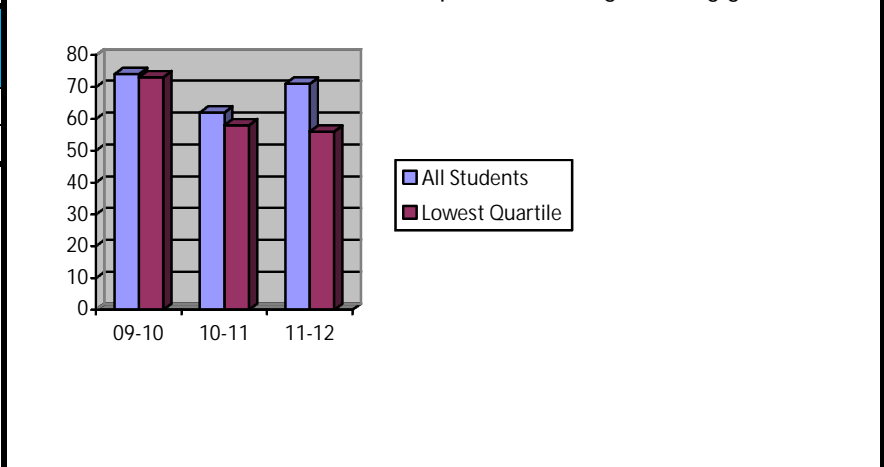
Data Analysis:
There has been a gradual decrease in the percent of students making learning gains in reading from 2009-10 to 2011-12 from 74% to 71%. There has been a gradual decrease in the percent of the lowest quartile students making learning gains in reading from 2009-10 to 2011-12 from 73% to 56%.

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

Goal 2: Strategy/Action Plan 1		
Strategy/Action Steps	Train teachers in the use of differentiated, small group teaching with the GoMath! series utilizing workstations/centers to teach the necessary math standards.	
Anticipated Barrier	Length of math block, past practices	
Resources (Human, Material)	Flexible scheduling, math centers & manipulatives	
Funds Needed/Allocated	$1600 – Title 1	
Team/Person Responsible for Progress Monitoring	Principal, Assistant principal, TOSA	
Action Step Progress Monitoring	Classroom walk-throughs, lesson plans, and review of data walls on 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	100% of K-5th grade instructional staff will use differentiated, small group instruction on a daily basis in their classrooms.	

Goal 2: Strategy/Action Plan 2		
Strategy/Action Steps	Train staff in the Common Core Standards	
Anticipated Barrier	Staff development time and funds	
Resources (Human, Material)	Common Core Resource Books and website	
Funds Needed/Allocated	$3900 - Title 1 & TEC funds for teacher substitutes for training	
Team/Person Responsible for Progress Monitoring	Principal, Assistant Principal, TOSA	
Action Step Progress Monitoring	Classroom walk-throughs, lesson plans, artifacts at monthly staff meetings and observations, and review of data walls on 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	100% of K-1st grade instructional staff will use these Common Core Standards on a daily basis in their classrooms. Grades 2-5 will begin to use Common Core Standards as possible	

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
Max Thompson High Yield Strategies (Extended thinking, summarizing, vocabulary)	PreK-5th grade	Max Team	All instructional staff members	Monthly staff development meeting, monthly Team Time meeting, monthly Team Walk-throughs	Weekly Administrative Walk-throughs, Monthly artifacts shared at staff development meetings, classroom photographs	Principal, Assistant Principal
Common Core	PreK-5th grade	Max Team, Admin Team	All instructional staff members	Monthly staff development meeting, monthly Team Time meeting, monthly Team Walk-throughs	Weekly Administrative Walk-throughs, lesson plans	Principal, Assistant Principal