



School Name: **CREST**

Principal: **Richard Hilgert**

SAC Chair: **Paulette Richey**

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	Richard Hilgert	MA/School Principal	3	12	School does not receive a school grade. School did not meet AYP for 2009-2010, 2010-2011, or 2011-2012 school years.
Assistant Principal	Anita Moon	MA/School Principal	14	14	School does not receive a school grade. School did not meet AYP for 2009-2010, 2010-2011, or 2011-2012 school years.

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
27	4% (1)	22% (6)	41% (11)	33% (9)	29% (10)	100%	22% (6)	N/A	22% (6)

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team. The leadership team is comprised of the administrative core team (Principal, Assistant Principal, Staffing Specialist, Curriculum Specialist, School Psychologist, and two TOSAs. SRO is also a part of the school-based behavior RtI.</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 school is 100% ESE and students are all at the Tier III intervention stage. The role of individual members is to monitor, supervise, and assist with Tier III interventions. RtI leadership provides ongoing CPI training for all staff. The team provides ongoing supports to students and staff, through data analysis and creation of appropriate academic and behavioral interventions. There is also support provided for students in transition.</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 will identify areas of need in the core and supplemental curriculums and needed supports for implementation of school-wide PBS. The team will effect changes as needed, monitor school wide data, and provide staff development to support intervention strategies. The cycle of data analysis and the creation of appropriate interventions is done continuously throughout the school year.</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. The school uses a variety of systems including PTAG reports associated with IEPs, daily behavior charts, individual classroom academic data collection, student portfolios, and technology systems such as FAIR, SuccessMaker, Unique Benchmark Assessments, SRI, and RtIB behavior data collection. Core team meets weekly, department heads meet weekly with their departments, Code 2 (Crisis Team) meets after every crisis with the teacher involved, teacher teams meet regularly to discuss data and plan improvement.</p>
<p>Describe the plan to train staff on MTSS. Teachers are trained individually on the students that they have in their classrooms to ensure there is a MTSS. The school is 100% ESE and students are all at the Tier III intervention stage. Staff must maintain certification that is consistent with FLDOE requirements. Coursework to meet state certification requirements are consistent with Tier III interventions. Additional professional development is provided as needed.</p>
<p>Describe plan to support MTSS. MTSS will be supported through the continual review of data collected. This will then show areas of academic and behavioral need for support. Intervention will be created, implemented, and supported as needed.</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.
SAC works annually on any parent night, literacy night, fundraising event, etc. SAC plays a large part in reaching out to the community and getting parents involved in the day to day routine of the school. They also prepare the staff appreciation activities and reach out for donations for those events. Supporting the implementation and follow through of the School Improvement Plan through inservices.

Describe the projected use of SAC funds.	Amount
Professional Developments pertaining to Common Core	Not Determined
Literacy Night for Parents	Not Determined
Staff Appreciation	Not Determined

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 (Rtl)	Yes
Increasing Student Achievement	Yes
Florida Alternate Assessment (FAA)	Yes
Comprehensive English Learning Assessment (CELLA)	No
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 / Florida Alternative Assessment Students**

Goal 1:

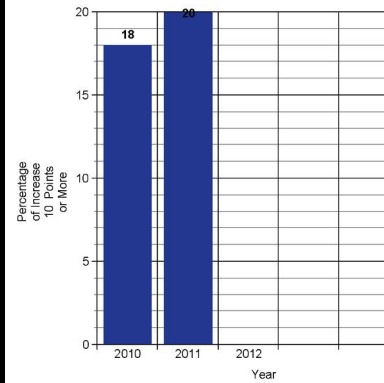
40% of Intellectually Disabled Student taking Florida Alternative Assessment will increase their score by 10 or more points in reading.

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 (%)
20%	40%	



Data Analysis:

Pre-Data Analysis

The last two years of FAA scores were assessed per student to determine that 20% of students that took FAA increased their scores by 10 points or more in the last two consecutive years.

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

Goal 1: Strategy/Action Plan 1	
Strategy/Action Steps	Student incentives, staff inservices, incentives, PBS activities, parent awareness phone calls, letters and school messengers, high interest reading through internet based programs, promote school wide initiatives, peer and community volunteers, implementation of technology in the classrooms, augmentative communication devices, collaboration between different members of OT/PT/SLP and LATS teams, utilization of intense instruction in the resource room, implementation of reading strategies through the morning show, utilization of Tommy Lee in the classrooms, open door policy for staff and district.
Anticipated Barrier	Student motivation, student and parent awareness, environment both in and out of school setting, low cognitive abilities, specific disabilities, length and interest of the reading passage, stress of testing, attendance, relevance and rationale of the passage, lack of money for professional developments.
Resources (Human, Material)	Reading supplemental materials, Unique Curriculum, Leaps, curriculum specialist support, SmartBoard activities focused on literacy, iPad apps focused on literacy.
Funds Needed/Allocated	N/A
Team/Person Responsible for Progress Monitoring	PBS Team, school staff, students, district personnel, parents, social worker, curriculum specialist
Action Step Progress Monitoring	Unique Benchmark Assessments, teacher observations, fluency assessments, task completion,
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	

Improvement Area: **Math / Florida Alternative Assessment Students**

Goal 2:

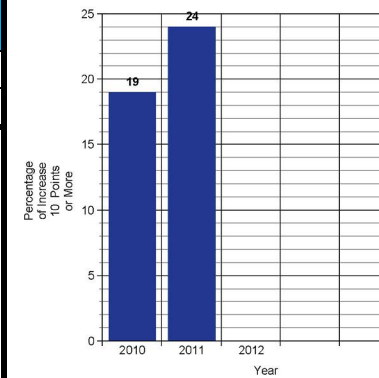
45% of Intellectually Disabled Student taking Florida Alternative Assessment will increase their score by 10 or more points in math.

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

Student Group 2:

2011-12 Data:

2011 - 2012 Current Level of Performance		2012 - 2013	
Actual (%)		Expected (%)	Actual (%)
24%		45%	



Data Analysis:

Pre-Data Analysis

The last two years of FAA scores were assessed per student to determine that 24% of students that took FAA increased their scores by 10 points or more in the last two consecutive years.

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

Goal 2: Strategy/Action Plan 1	
Strategy/Action Steps	Student incentives, staff incentives, PBS activities, parent awareness phone calls, letters and school messengers, high interest reading through internet based programs, promote school wide initiatives, peer and community volunteers, implementation of technology in the classrooms, augmentative communication devices, collaboration between different members of OT/PT/SLP and LATS teams, utilization of intense instruction in the resource room, implementation of reading strategies through the morning show, utilization of Tommy Lee in the classrooms, open door policy for staff and district.
Anticipated Barrier	Student motivation, student and parent awareness, environment both in and out of school setting, low cognitive abilities, specific disabilities, reading level of math word problems, stress of testing, attendance, relevance and rationale of the passage, lack of money for professional developments,
Resources (Human, Material)	Reading supplemental materials, Unique Curriculum, Leaps, curriculum specialist support, SmartBoard activities focused on literacy, iPad apps focused on literacy,
Funds Needed/Allocated	N/A
Team/Person Responsible for Progress Monitoring	PBS Team, school staff, students, district personnel, parents, social worker, curriculum specialist
Action Step Progress Monitoring	Task completion, Unique Math Materials, teacher observations
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	

Improvement Area: **Reading / FCAT**

Goal 1:

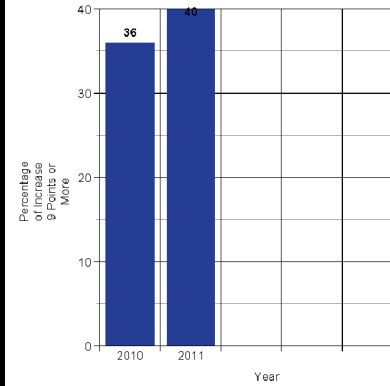
40% of Emotionally Behaviorally Disturbed students taking the Florida Comprehensive Assessment Test will increase their score by 20 or more points in reading.

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 (%)	Actual (%)



Data Analysis:

Pre-Data Analysis

The last two years of FCAT scores were assessed per student to determine that 40% of students that took FCAT increased their scores by 9 points or more in the last two consecutive years.

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

Goal 2: Strategy/Action Plan 1	
Strategy/Action Steps	Student incentives, staff incentives, PBS activities, parent awareness phone calls, letters and school messengers, high interest reading through internet based programs, promote school wide initiatives, peer and community volunteers, implementation of technology in the classrooms, augmentative communication devices, collaboration between different members of OT/PT/SLP and LATS teams, utilization of intense instruction in the resource room, implementation of reading strategies through the morning show, utilization of Tommy Lee in the classrooms, open door policy for staff and district.
Anticipated Barrier	Student motivation, student and parent awareness, environment both in and out of school setting, low cognitive abilities, specific disabilities, reading level of passages, stress of testing, attendance, relevance and rationale of the passage, lack of money for professional developments,
Resources (Human, Material)	Reading supplemental materials, Core Curriculum, Leaps, curriculum specialist support, SmartBoard activities focused on literacy, iPad apps focused on literacy,
Funds Needed/Allocated	N/A
Team/Person Responsible for Progress Monitoring	PBS Team, school staff, students, district personnel, parents, social worker, curriculum specialist
Action Step Progress Monitoring	Task completion, FCAT results, teacher observations
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	

Improvement Area: **Math / FCAT**

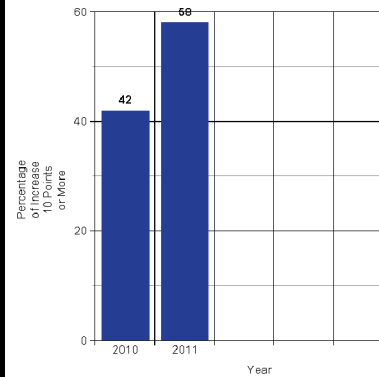
Goal 1:
60% of Emotionally Behaviorally Disturbed students taking Florida Comprehensive Assessment Test will increase their score by 45 or more points in math.

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 (%)	Actual (%)



Data Analysis:

Pre-Data Analysis

The last two years of FCAT scores were assessed per student to determine that 58% of students that took FCAT increased their scores by 10 points or more in the last two consecutive years.

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

Goal 2: Strategy/Action Plan 1	
Strategy/Action Steps	Student incentives, staff incentives, PBS activities, parent awareness phone calls, letters and school messengers, high interest reading through internet based programs, promote school wide initiatives, peer and community volunteers, implementation of technology in the classrooms, augmentative communication devices, collaboration between different members of OT/PT/SLP and LATS teams, utilization of intense instruction in the resource room, implementation of reading strategies through the morning show, utilization of Tommy Lee in the classrooms, open door policy for staff and district.
Anticipated Barrier	Student motivation, student and parent awareness, environment both in and out of school setting, low cognitive abilities, specific disabilities, reading level of math word problems, stress of testing, attendance, relevance and rationale of the passage, lack of money for professional developments,
Resources (Human, Material)	Reading supplemental materials, Unique Curriculum, Leaps, curriculum specialist support, SmartBoard activities focused on literacy, iPad apps focused on literacy,
Funds Needed/Allocated	N/A
Team/Person Responsible for Progress Monitoring	PBS Team, school staff, students, district personnel, parents, social worker, curriculum specialist
Action Step Progress Monitoring	Task completion, FCAT results, teacher observations
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	

Improvement Area: **Student Attendance**

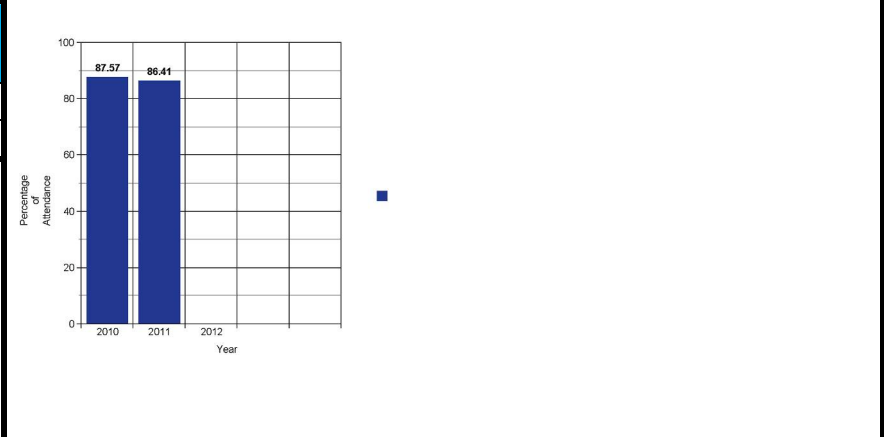
Goal 1:
To increase overall student attendance by 3 %.

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 (%)
86.410%	89.002%	



Data Analysis:
Pre-Data Analysis
 The last two years of attendance data was assessed per student to determine that there was a 1.16% decrease in the attendance rate from 2010-2011 to 2011-2012.

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

Goal 2: Strategy/Action Plan 1	
Strategy/Action Steps	Student incentives, staff incentives, PBS activities, parent awareness phone calls, letters and school messengers, high interest academic activities throughout, promote school wide initiatives, peer and community volunteers, implementation of technology in the classrooms, augmentative communication devices, collaboration between different members of OT/PT/SLP and LATS teams, utilization of Tommy Lee in the classrooms, open door policy for staff and district, positive phone calls, working with student services (attendance), working with guidance counselor.
Anticipated Barrier	Student motivation, student and parent awareness, environment both in and out of school setting, specific disabilities, reading level of math word problems, stress of testing, new staff members, high student mobility
Resources (Human, Material)	Staff, PBS Team, paraprofessional and teacher attendance
Funds Needed/Allocated	N/A
Team/Person Responsible for Progress Monitoring	PBS Team, school staff, students, district personnel, parents, social worker, curriculum specialist
Action Step Progress Monitoring	Monthly attendance reports
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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	All	Gema Coleman, Melissa Noward	EBD Staff	Weekly Department Meetings	Teacher Discussion	Melanie Howard, Anita Moon
Unique GPS Training	All	Evelyn Walker	InD Staff	10/4/2012	Walk Throughs, Benchmark Assessments through Unique	Callie Haynes
PBS	All	Stephen Santa Fe	All Staff	Ongoing	RtiB	Stephen Santa Fe
CPI Training	All	Callie Haynes	All Staff	Ongoing	MPR	Callie Haynes
PD 360	All	Roxanne Tripi	All Staff	Ongoing		Roxanne Tripi

Goal	Strategy	Person Responsible	Evaluation Tool
40% of Intellectually Disabled Student taking Florida Alternative Assessment will increase their score by 10 or more points in reading.	Student incentives, staff inservices, incentives, PBS activities, parent awareness phone calls, letters and school messengers, high interest reading through internet based programs, promote school wide initiatives, peer and community volunteers, implementation of technology in the classrooms, augmentative communication devices, collaboration between different members of OT/PT/SLP and LATS teams, utilization of intense instruction in the resource room, implementation of reading strategies through the morning show, utilization of Tommy Lee in the classrooms, open door policy for staff and district.	PBS Team, school staff, students, district personnel, parents, social worker, curriculum specialist	Unique Benchmark Assessments, teacher observations, fluency assessments, task completion,
45% of Intellectually Disabled Student taking Florida Alternative Assessment will increase their score by 10 or more points in math.	Student incentives, staff incentives, PBS activities, parent awareness phone calls, letters and school messengers, high interest reading through internet based programs, promote school wide initiatives, peer and community volunteers, implementation of technology in the classrooms, augmentative communication devices, collaboration between different members of OT/PT/SLP and LATS teams, utilization of intense instruction in the resource room, implementation of reading strategies through the morning show, utilization of Tommy Lee in the classrooms, open door policy for staff and district.	PBS Team, school staff, students, district personnel, parents, social worker, curriculum specialist	Task completion, Unique Math Materials, teacher observations
40% of Emotionally Behaviorally Disturbed students taking the Florida Comprehensive Assessment Test will increase their score by 20 or more points in reading.	Student incentives, staff incentives, PBS activities, parent awareness phone calls, letters and school messengers, high interest reading through internet based programs, promote school wide initiatives, peer and community volunteers, implementation of technology in the classrooms, augmentative communication devices, collaboration between different members of OT/PT/SLP and LATS teams, utilization of intense instruction in the resource room, implementation of reading strategies through the morning show, utilization of Tommy Lee in the classrooms, open door policy for staff and district.	PBS Team, school staff, students, district personnel, parents, social worker, curriculum specialist	Task completion, Unique Math Materials, teacher observations.
60% of Emotionally Behaviorally Disturbed students taking Florida Comprehensive Assessment Test will increase their score by 45 or more points in math.	Student incentives, staff incentives, PBS activities, parent awareness phone calls, letters and school messengers, high interest reading through internet based programs, promote school wide initiatives, peer and community volunteers, implementation of technology in the classrooms, augmentative communication devices, collaboration between different members of OT/PT/SLP and LATS teams, utilization of intense instruction in the resource room, implementation of reading strategies through the morning show, utilization of Tommy Lee in the classrooms, open door policy for staff and district.	PBS Team, school staff, students, district personnel, parents, social worker, curriculum specialist	Task completion, FCAT results, teacher observations
To increase overall student attendance by 3 %.	Student incentives, staff incentives, PBS activities, parent awareness phone calls, letters and school messengers, high interest academic activities throughout, promote school wide initiatives, peer and community volunteers, implementation of technology in the classrooms, augmentative communication devices, collaboration between different members of OT/PT/SLP and LATS teams, utilization of Tommy Lee in the classrooms, open door policy for staff and district, positive phone calls, working with student services (attendance), working with guidance counselor.	PBS Team, school staff, students, district personnel, parents, social worker, curriculum specialist	Monthly attendance reports, Skyward