Citrus County SCHOOLS

School Name: Lecanto High School	
Principal: Mr. Jeff Davis	**School Information**
SAC Chair: Mr. D. Bertine	
District Name: Citrus	**2012 - 2013**
Superintendent: Ms. Sandra 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	Mr. Jeff Davis	BA in History; MA of Science in Educational Leadership	1	16	2011-12 Lecanto High School Grade is not finalized yet. Proficiency: Reading Mastery-59%; Math Mastery-NA; Science Mastery- NA; Writing Mastery – 89% (3 and above). Learning Gains: 60% in reading; 70 % in math. Bottom quartile: 54% in reading 9th and 10th; 57% in math. EOC – Algebra 75% had mastery. AYP: Not met. 2010-11 Lecanto High School Grade was a B. Proficiency: Reading Mastery 56% ; Math Mastery 86%; Science Mastery 40% and Writing Mastery 89% (4 and above). Learning gains: 54% in reading 9th & 10th; 81% in math10th. Bottom quartile: 46% in reading 9th & 10th, 68% in math 10th. AYP: 90% of criteria satisfied – reading proficiency not met with economically disadvantaged students; math proficiency not met with economically disadvantaged. 2009-10 Lecanto High School Grade was a B. Proficiency: Reading Mastery 56%, Math Mastery 82%, Science Mastery 44% and Writing Mastery 92%. Learning gains: 62% in reading 9th, 45% in reading 10th, 73% in math 9th, 78% in math 10th. Bottom quartile: 39% in reading 9th, 26% in reading 10th; 55% in math 9th, 66% in math 10th. AYP: 92% of criteria satisfied – reading proficiency not met with economically disadvantaged and students with disabilities; math proficiency not met with economically disadvantaged. 2008-09 Lecanto High School Grade was a C. Reading Mastery 49%, Math Mastery 78%, Science Mastery 44% and Writing 92% AYP: 85% of Criteria Meet – Reading Proficiency not met in the areas of total, white, economically disadvantaged, SWD; Math proficiency not met in the areas of economically disadvantaged and SWD.
Assistant Principal	Mr. Walter D. Connors	Bachelor of Arts in Physical Education; master of Arts in Education: Educational leadership, School Principal	29	21	Repeat information from above
Assistant Principal	Mrs. Shawyn M. Newman	Bachelor of Science in Education (English Education);	6	3	Repeat information from above

		Master of Education (Educational Leadership): Endorsements: Reading, ELL, Educational Leadership, School Principal (all levels)			
Assistant Principal	Mr. Tony Whitehead	Bachelor of Arts in Physical Education & Health: Master of Arts in Education: / Physical Education: Educational Leadership	11	18	Repeat Information from above

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. CSLCs (Curricular Small Learning Communities)	Administrators, Facilitators, Teachers	May 2013
2. Data Days	Administration (Department Heads)	Ongoing
3. New teachers partnered with mentor teacher	Administration / District	Ongoing
4. District New Teacher program (PD 360 / Blackboard)	Administration	Ongoing
5. NGCARPD (Science and Social Studies Teachers)	District Reading Coach	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.	Provide the strategies that are being implemented to support the staff in becoming highly effective
10	All the teachers that are out-of-field/ and who are not highly effective are either working on their reading or ELL endorsement or having their new certification put on their professional certificate.

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	% ESOL Endorsed Teachers
115	1%	22%	36%	42%	44%	91%	20%	15%

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Principal, Assistant Principal, Guidance Counselor(s), Department Heads, Assessment Specialist, Dean(s)
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 MTSS will meet quarterly to design the RtI processes, roles, and functions for the high school level. The MTSS team will review data, target specific student groups, coordinate interventions for targeted groups, assess results, and implement revised student goals.
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 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, our teachers, and in our students? Members of the MTSS team will review and revise the School Improvement Plan. Upon agreeing on the School Improvement Plan, the MTSS Leadership Team will review data and begin developing targeted groups for RtI intervention that directly relates to the School Improvement Plan.
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 MTSS team will utilize the following data sources: CBAT, FAIR, FCAT 2.0, EOC Tier 1 Instruction: All Classrooms (teachers collaborate in CSLCs); Tier 2 Instruction: Intensive Classrooms; Tier 3 Instruction: Double Dosing for Level 1 students (small group setting).
Describe the plan to train staff on MTSS. The Leadership Team will begin the MTSS training through the CSLC facilitators in Semester 1.
Describe plan to support MTSS. The Leadership Team will progress monitor the targeted RtI groups. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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.
Scheduled Meetings: Thursday, September 27 Thursday, October 18 Thursday, December 13 Thursday, February 28 Thursday, April 25 All meetings will be start at 2:45PM in the downstairs library

Describe the projected use of SAC funds.	Amount
Postage for final report card mailing	$1,200.00
Saturday SAT / ACT Prep Courses	$3,000.00

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 / Learning Communities (curricular small learning communities)	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: |
| --- |

Goal 1: Based on the 2011-12 FCAT Reading data, the percentage of the lowest 25% making learning gains increased from 46% in 2011 to 54% in 2012. Our expectation for the 2012-13 school year is a 6% increase which will result in 60 % of the lowest reading quartile making learning gains.	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 (%)
54%		60%	
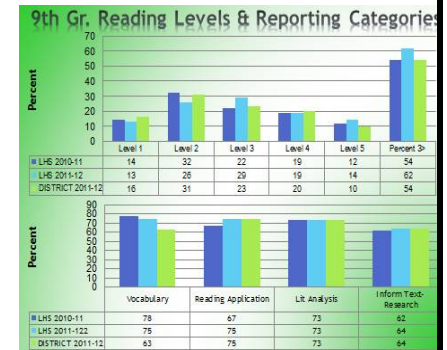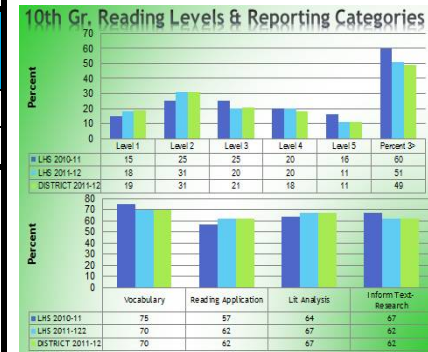
Data Analysis: Monitor CBAT 1 and 2 Monitor FAIR 1, 2, and 3 Analyze data from both tests listed above as well as DAR data for intensive reading students. Analyze previous 2 years of FCAT 2.0 reading strands for group and student needs. Professional Development: Performance Matters Data Analysis workshop during Data Days for teachers to analyze all of the above data points for group and individual student needs. Teachers work in curricular small learning communities sharing best practices while creating DOK leveled unified assessments for student data collection. Teachers will attend Common Core Reading training throughout the year.	2012-13 Outcome Data: (completed at end of 2012-13 school year)

Goal 1: Strategy/Action Plan 1		Goal 1: Strategy/Action Plan 2	
Strategy/Action Steps	Determine core instructional needs by reviewing FCAT 2.0 strands, FAIR, and CBAT assessment data. Create a master schedule that reflects the needs of the students and train the guidance counselors as to the appropriate placement based on the needs of the student. Then place students accordingly.	Strategy/Action Steps	Once students are appropriately placed in a course that meets the required academic needs, teachers will create lessons and instruction that is based on student need, data, and standards (benchmarks) with DOK (Depth of Knowledge) unified course assessment and DOK analysis of student results
Anticipated Barrier	Funding: The ability to meet the needs of all the students through the master schedule will require additional units. This can only be accomplished by either shifting a unit or adding a unit.	Anticipated Barrier	Time. Finding the time for the teachers to collegially share best practices, create appropriate lessons, design DOK unified assessments with DOK question analyses is a major barrier.
Resources (Human, Material)	New scheduling program	Resources (Human, Material)	Data Days / course specific consumables / CSLCs
Funds Needed/Allocated	Allocated	Funds Needed/Allocated	Allocated
Team/Person Responsible for Progress Monitoring	administrator, department heads, teachers, literacy coach	Team/Person Responsible for Progress Monitoring	administrators, department heads, teachers
Action Step Progress Monitoring	Monitor specific rosters of students who are double dosed in Gen Ed and ESE Reading classes.	Action Step Progress Monitoring	Monitor student success on unified assessment: revise as needed
Status (HI, MD, SAT, EXC)	Midyear: Year End:	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		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
Curriculum Alignment with Unified Assessment and question analysis CSLCs	Course / Level	Varies	All teachers	Every week in the AM	Teachers will create and revise curriculum maps, unified assessment, question analysis and share best practices for school-wide learning strategies	Facilitator / Department Head / Administrator
Common Core Reading	All grade levels / subjects	Newman	All teachers	Pre-planning	Teachers will incorporate in their weekly lessons and PDPs Common Core reading strands	Administrators
Common Core Reading	English / Reading	Jordan	9 – 12 Reading / English teachers	PD – Sept. 28	Teachers will incorporate in their weekly lessons and PDPs Common Core reading strands utilizing reading, writing, speaking, and listening	Administrators
AP style writing	All subjects	Castillo	All teachers	Pre-planning	Teachers will follow a model for the teaching of paragraph and essay structure / share in CSLCs	Administrators
AP style writing & FCAT	English / Reading	Castillo	English / Reading teachers	Pre-planning	Teachers will follow a model for the teaching of paragraph and essay writing / share in CSLCs and during the Writing data Days specific FCAT prompts with student essays for scoring	Administrators
School – wide learning strategies: marginal notes, selective underlining, Cornell Notes (WRAP)	All subjects	Newman	All teachers	Pre-planning; CSLCs; ongoing	Teachers will share examples of student work; teachers share examples of effective processes, teachers share examples of what will and will not work for WRAP and document in specific CSLC binders	Administrators
Data Analysis with curriculum alignment Data Days	English / Algebra / Geometry / Biology / Vocational / American History	Newman	Teachers of specific courses / disciplines	Throughout school year (see Data Day calendar)	Agenda / Performance Matters and Turning Point Data Analyses / Sharing Best Practices / Continuation through CSLCs	Administrators
NGCARPD	Physical Science, Biology, World Geography, World History	Stanley	Teachers or specific courses / disciplines	Bi-monthly	Book / Handouts / Observation / walkthroughs / sharing best practices	District Reading Coach / Administration

SIP Team: Jeff Davis, Shawyn Newman, Lynne Borst, Destin Black, Steven Koepke, Thea Mann, Scotty Spry