School Name: Central Ridge Elementary
Principal: Nancy J. Simon
SAC Chair: Mr. Brian Inglett
District Name: Citrus
Superintendent: Mrs. 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	Nancy Simon	BA-Elementary Education, University of Wisconsin: Master of Science-Curriculum, University of South Florida; Certification in Educational Leadership, University of Florida	4	23	Principal of Central Ridge Elementary beginning in 2008 always earning a Grade A, with 2012 results: 70% of 3rd graders, 82% of 4th graders, and 71% of 5th graders earned a 3 or higher in FCAT reading and greater than 90% of K students met promotional requirements. In math, 67% of 3rd graders, 82% of 4th graders, and 72% of fifth graders earned a level 3 or higher. 69% of 5th graders scored 3 or higher in science and 90% of 4th graders scored a 3 or higher in writing with 65% earning 3.5 or higher and 46% earning a 4.0 or higher. Principal of Rock Crusher Elementary School for 13 years. The last 4 years RCE earned an A. Of the ten years school grades were awarded, RCE earned an A 6 years, a B 3 of the years and a C the first year school grades were earned.
Assistant Principal	Ladonna Kay Harper	Bachelor of Art, Ball State; Master of Education Degree in Educational Leadership, University of South Florida	1	3	2009- Hernando Elementary School, Grade "A"/AYP-No 2011-2012 Central Ridge Elementary School, Grade "A"

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	% ESOL Endorsed Teachers
57	21% (12)	42% (24)	26% (15)	11% (6)	31% (18)		16% (9)	44% (25)

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team: Stephanie Gardner, Sharen Lowe, Kay Harper, Nancy Simon, General Education teachers, Guidance Counselor,
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 RtI Problem Solving Team will meet as needed to engage in the following activities: (1)Review universal screening data (FAIR). (2)Review notes from progress monitoring. (3)Identify students at-risk for not meeting grade level expectations as measured by the Sunshine State Standards. As a result of activities 1-3, the RtI Problem solving team will identify professional development needs and resources, problem solve, share effective practices, evaluate implementation, make decisions regarding interventions, 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 RtI Leadership Team participated in the development and implementation of the school improvement plan through a collaborative meeting with administration, SAEC members, and grade level representatives. The team shared information regarding the academic progress of students within the RtI process.
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: Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT) Progress Monitoring: PMRN, Citrus Benchmark Assessment Test (CBAT), Harcourt Reading assessments, FAIR progress monitoring toolkit Midyear: Florida Assessment for Instruction in Reading (FAIR), CBAT End of Year: FAIR, CBAT, FCAT Frequency of Data Days: quarterly
Describe the plan to train staff on MTSS. Professional development in the area of RtI will be provided through professional learning community meetings, data analysis meetings, and biweekly grade level meetings with the TOSA. Ongoing assessment of professional development needs will structure additional training.
Describe plan to support MTSS.

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.
i Advise the principal on matters pertaining to the operation of CRE i Learn about the common core curriculum i Approve the School Improvement Plan i Approve the expenditure of A+ funds i Provide a vote on the 2012-2013 school calendar i Approve expenditures using SAEC funds i Learn about programs within CRE

Describe the projected use of SAC funds.	Amount
i Recognize the School Related Employee of the Year and the Teacher of the Year	
i Support the SIP	

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 ☒

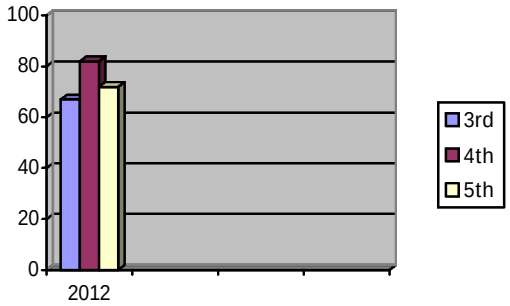
Improvement Area: Math

Goal 1: Increase student achievement in math to 90% or higher level 3 or higher as measured by FCAT by 2014

Math FCAT Results 2011-2012

Student Group 1:

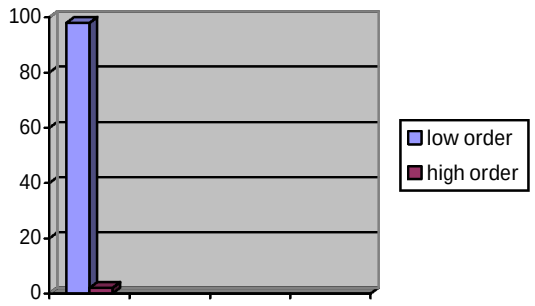
2011-12 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
67%, 82%, 72% level 3or > grades 3, 4, and 5 respectively	75%, 85%, 90% level 3 or > grades 3, 4, 5 respectively	



Data Analysis: Our students' FCAT results reflect new cut scores. Level 1 and level 2 performance %s increased.

Goal 1: Strategy/Action Plan 1					
Strategy/Action Steps	i Meet with representatives from each grade to analyze, group, and pace standards i Train, implement, and support standards based instructional planning i Provide release time for teams to plan math lessons by the month or longer i Differentiate instruction through the use of small group instruction i Implement/continue use of Mountain Math in grades 1-5 i Use Triple SSS Math Warm-ups for grades 3-5 for application practice i Increase the % of higher order questions				
Anticipated Barrier	i Time i Money				
Resources (Human, Material)	i Funds to purchase MM i Funds to allow training of staff in standards based instructional planning i Opportunities for staff to observe best practices in math instruction				
Funds Needed/Allocated	i Substitutes for planning time ($13,000) i MM ($1500)				
Team/Person Responsible for Progress Monitoring	i Principal, Assistant Principal, TOSA				
Action Step Progress Monitoring	i Lesson plans reflecting standards based planning i Observed implementation of MM				
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: Questioning in Core Content Areas: Reading, Writing, Math, Science			
Goal 1: Increase the % of higher order questions to 60% of questions asked within a lesson			% of Teachers Using a Majority of High Order Questions Within an Observed Lesson
Student Group 1:			
2011 - 2012 Current Level of Performance	2012 - 2013		
Actual (%)	Expected (%)	Actual (%)	
2% of teachers use >50% higher order questions	90%		
Data Analysis: During formal observations in 2011-2012 2% of teachers asked higher order questions that accounted for more than 50% of posed questions within the observed lesson. The % of higher order questions posed on FCAT is > 60%			



Goal 1: Strategy/Action Plan 1					
Strategy/Action Steps	i Provide resources to assist teachers with composing higher order questions i Provide training for teachers in designing higher order questions i Identify specific lessons for which to target and design higher order questions i Provide support for teachers in implementing higher order questions i Monitor the frequency of higher order questions				
Anticipated Barrier	i Time i Money				
Resources (Human, Material)	i Learning-Focused Strategies for Questioning K-12 Flip Charts i Trainer for questioning				
Funds Needed/Allocated	i $600 for flip charts i $120 for stipend for trainer for planning				
Team/Person Responsible for Progress Monitoring	i Principal and Assistant Principal				
Action Step Progress Monitoring	i Principal and Assistant Principal will record level of questions on walk-throughs a minimum of 1X month, sharing results with staff i Principal and Assistant Principal will monitor ratio of high order to low order questions on formal observations and provide support to teachers with < 60% higher order questions				
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
Standards based math instructional lesson planning and study	preK-5	Melissa Hardy	All classroom teachers including co-teachers	First planning meeting before mid-September, three additional meetings for each grade level, one day each time per grade level	Lesson plan monitoring, lesson implementation monitoring	Principal and Assistant Principal
Higher order questioning training	preK-5	Trishia Mikel	All instructional staff	Planning time following standards based math lessons/instructional planning days	Observation and coding of higher order questions in walk-throughs and formal observations	Principal and Assistant Principal