



School Name: Crystal River Middle School

Principal: Gloria Bishop

SAC Chair: Melissa Westfall

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	Gloria Bishop	Educational Leadership, Business, Math	9	9	30-04 B AYP No 04-05 C AYP No 05-06 A AYP Provisional 06-07 B AYP No 07-08 A AYP No 08-09 A AYP No 09-10 A AYP No 10-11 A AYP No 11-12 A
Assistant Principal	Inge Frederick	Educational Leadership, Language Arts, Elementary Ed.	13	7	05-06 A AYP Provisional 06-07 B AYP No 07-08 A AYP No 08-09 A AYP No 09-10 A AYP No 10-11 A AYP No 11-12 A
Assistant Principal	Brian Lancaster	Educational Leadership, Social Studies	8	3	09-10 A AYP No 10-11 A AYP No 11-12 A
Assistant Principal					
Assistant Principal					

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. Pair up new teacher to CRMS with a mentor teacher	Administration	Ongoing
2. Informal and formal observations and post observation conferences	Administration	Ongoing
3.		
4.		

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

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	3%(2)	16%(9)	38%(21)	43%(24)	43%(24)		27%(15)	N/A	18%(10)

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 Principals, Guidance Counselors, TOSA, ESE Specialists, School Psychologist, and Social Worker
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 will meet monthly to discuss the status of progress monitoring plans and identify students who are meeting or not meeting benchmarks. The team will discuss and share best practices, collaborate on professional development and evaluate the RtI implementation.
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 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. Our district has developed a data system using Performance Matters to warehouse valuable student data such as our common benchmark assessment results, FCAT as well as a school wide progress monitoring plan.
Describe the plan to train staff on MTSS. Professional development will be provided during teacher's common planning time, professional development days and early release time when applicable on the implementation of the RtI model for the 2012-2013 school year.
Describe plan to support MTSS. By assisting in the creation of RTI plans and assisting in implementation. Providing time for teachers to meet to discuss students. Staff member designated to provide interventions to tier 2 and 3 students as needed.

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.

X 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.
<p>Our SAEC will meet six times during the 2012-13 school year. They will be involved in approving teacher mini-grants, suggestions for our SIP, input regarding other school decisions.</p>

Describe the projected use of SAC funds.	Amount
Teacher Mini Grants	2500
Staff Development	1400
Staff Recognition	1200
AVID	470
Extended Detention	670

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 <input checked="" type="checkbox"/>
Lesson Study	Yes <input checked="" type="checkbox"/>
Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI)	Yes <input checked="" type="checkbox"/>
Increasing Student Achievement	Yes <input checked="" type="checkbox"/>
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 <input checked="" type="checkbox"/>

Improvement Area:

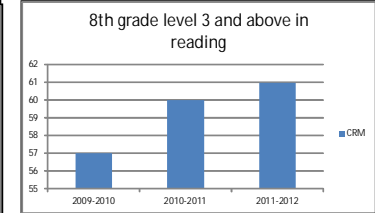
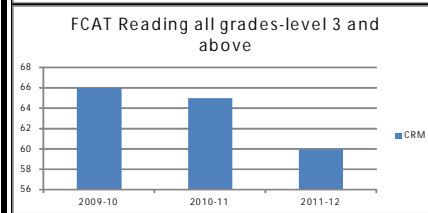
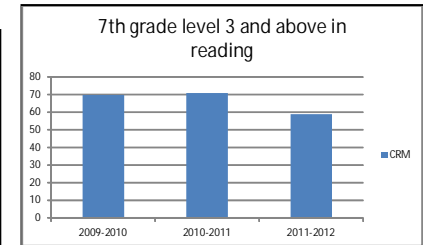
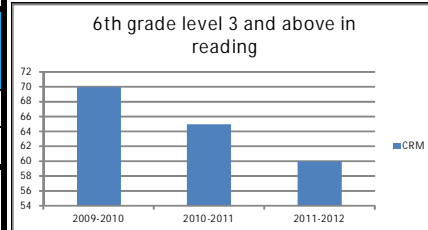
Goal 1:
To increase the percentage of students scoring a level 3 or higher on 2013 FCAT reading.

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 (%)
60%	65%	



Data Analysis:

Reading scores for 6th and 7th grades decreased from 2011 FCAT although all three grade levels stayed within the percent of decrease that the State of Florida predicted due to the new cut scores. 8th grade actually made a 1% increase with the new cut scores.

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

Goal 1: Strategy/Action Plan 1	
Strategy/Action Steps	Teachers will implement the use of high yield strategies consistently with their students in order to increase student achievement in reading.
Anticipated Barrier	Teacher knowledge, student motivation and engagement
Resources (Human, Material)	Trainers – teacher and administrative; AVID tutorial workbooks, Max Thompson’s resources, Common Core Handbook
Funds Needed/Allocated	TEC dollars//Data Day funds
Team/Person Responsible for Progress Monitoring	Administrative Team
Action Step Progress Monitoring	Walkthroughs – consistency and quality of strategies being implemented Lesson Plans
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	FAIR scores; An increase in the percent of students scoring level 3 and above on FCAT reading for 2013.

Goal 1: Strategy/Action Plan 2	
Strategy/Action Steps	The implementation of the Common Core Action Plan which includes CAR-PD training and the CIS model.
Anticipated Barrier	Teacher knowledge, implementation with fidelity
Resources (Human, Material)	Teacher on Special Assignment, ESE Specialist, LA Teacher, Florida Just Reads, AVID weekly, bank of appropriately complex text for each grade level and subject area
Funds Needed/Allocated	Data Day funds, TEC funds, SAEC funds
Team/Person Responsible for Progress Monitoring	Administrative Team
Action Step Progress Monitoring	Walk throughs, formal observations, lesson plans
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	FAIR test; An increase in the percent of students scoring level 3 on FCAT reading 2013.

Improvement Area:

Goal 2: To increase the percent of students scoring a level 3 or higher on FCAT math test 2013.

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

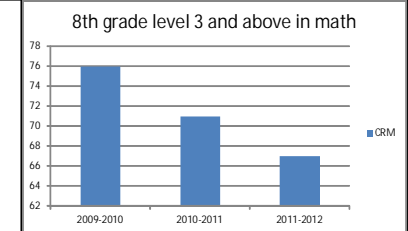
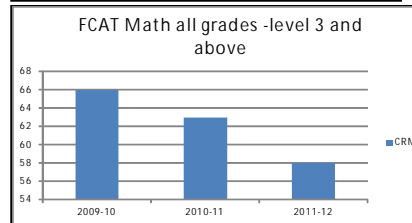
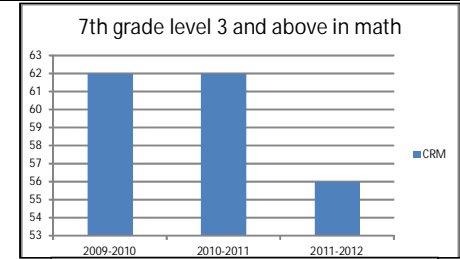
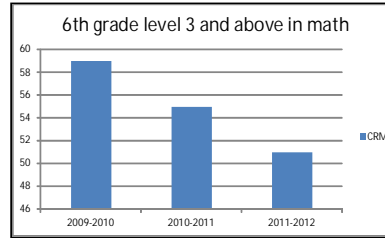
Student Group 2:

2011 - 2012 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
58%	63%	

Data Analysis:

We saw a decrease of our percent of students scoring a level 3 or higher on 2012 FCAT math in all three grade levels. The decrease was within the expected range that the state of Florida predicated to the new FCAT cut scores.

2011-12 Data:



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

Goal 2: Strategy/Action Plan 1	
Strategy/Action Steps	To implement high yield teaching strategies in the classroom with fidelity and consistency.
Anticipated Barrier	Teacher knowledge, student engagement
Resources (Human, Material)	Teacher trainers, planning time
Funds Needed/Allocated	TEC funds, Data Day funds
Team/Person Responsible for Progress Monitoring	Administration
Action Step Progress Monitoring	Walkthroughs and observations – document the quality and quantity of implementation of strategies.
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	2013 FCAT Math scores

Goal 2: Strategy/Action Plan 2	
Strategy/Action Steps	Math teachers to participate in Lesson Study training and implement best practices learned.
Anticipated Barrier	Time for planning, teacher knowledge
Resources (Human, Material)	Helios grant trainers, teachers, netbooks
Funds Needed/Allocated	Helios grant, Data Day funds
Team/Person Responsible for Progress Monitoring	Helios Team/Administration/TOSA
Action Step Progress Monitoring	Observations, walkthroughs
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	2013 FCAT Math scores

Improvement Area:

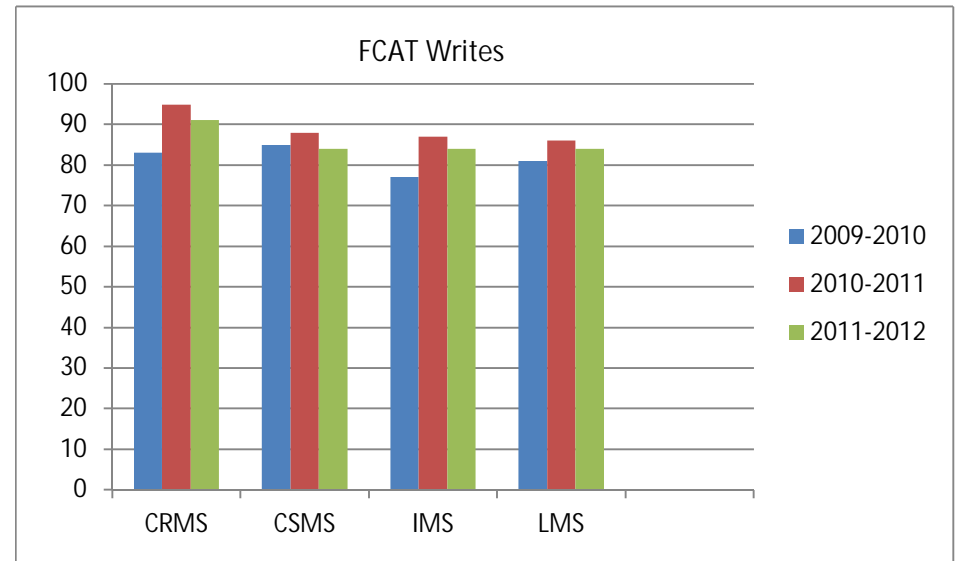
Goal 3:
To increase the percentage of students scoring a level 3 or higher on 2013 FCAT Writes test.

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 (%)
91%	96%	



Data Analysis:
For the 2011-12 school year the test administration and prompt remained the same and although the grading was still holistic there was a greater emphasis on support and conventions. This resulted in lower than expected scores state wide which caused the state to lower the proficiency level as level 3 and above instead of 4. Our scores dropped slightly because of this but we still scored higher than the other middle schools in our county and had higher scores than the state average.

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

Goal 3: Strategy/Action Plan 1		
Strategy/Action Steps	Train teachers on the new scoring criteria that has a focus on conventions and support.	
Anticipated Barrier	Teacher understanding and implementation of the new FCAT Writes scoring rubric.	
Resources (Human, Material)	Teacher training	
Funds Needed/Allocated	TEC dollars//Data Day funds	
Team/Person Responsible for Progress Monitoring	Administrative Team	
Action Step Progress Monitoring	Walkthroughs, Lesson Plans, monthly writing prompt scores	
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	FCAT Writes test 2013	
Goal 3: Strategy/Action Plan 2		
Strategy/Action Steps	To administer monthly writing prompts to evaluate students' progress towards proficiency.	
Anticipated Barrier	Teacher knowledge	
Resources (Human, Material)	Monthly prompts, time to score prompts	
Funds Needed/Allocated	TEC dollars//Data Day funds	
Team/Person Responsible for Progress Monitoring	Administrative Team	
Action Step Progress Monitoring	Monthly writing prompt scores	
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	FCAT Writes test 2013	

Improvement Area:

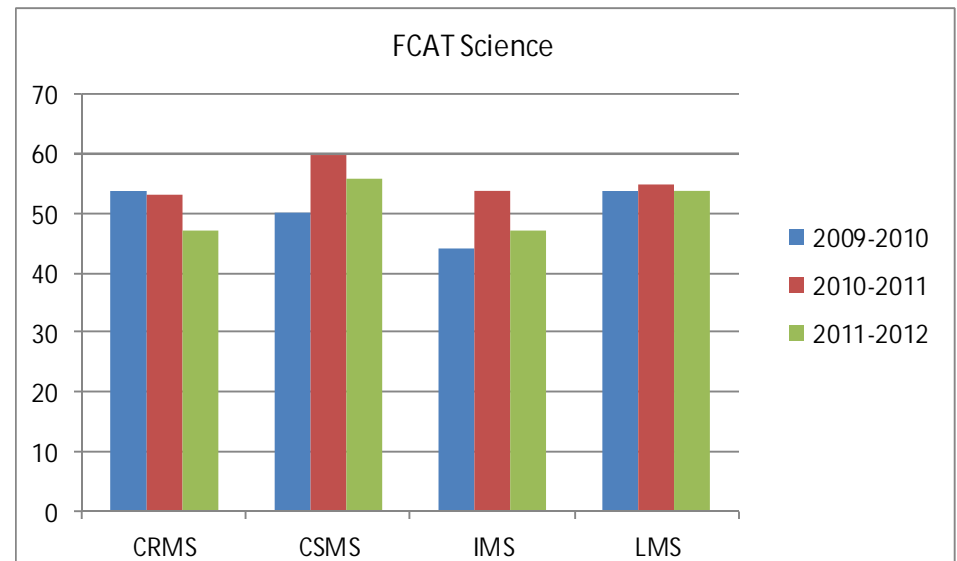
Goal 4:
To increase the percentage of students scoring a level 3 or higher on 2013 FCAT Science test.

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 (%)
47%	52%	



Data Analysis:

The percent of students scoring a level 3 or higher has decreased over the past two years. We believe part of the reason for the decrease is because of the increased difficulty of the NGSSS as measured by FCAT 2.0. Teachers also did not have the content focus report to look at to help determine emphasis of instruction.

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

Goal 4: Strategy/Action Plan 1	
Strategy/Action Steps	Science teachers to participate in Lesson Study training and implement best practices learned.
Anticipated Barrier	Teacher knowledge, implementation of best practices with fidelity
Resources (Human, Material)	Lesson Study trainers, planning time, netbooks
Funds Needed/Allocated	Helios grant funds, Data Day funds
Team/Person Responsible for Progress Monitoring	Administrative Team
Action Step Progress Monitoring	Walkthroughs – consistency and quality of strategies being implemented Lesson Plans
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	FCAT Science test 2013
Goal 4: Strategy/Action Plan 2	
Strategy/Action Steps	To implement high yield strategies in science classes and more reading in the science content area.
Anticipated Barrier	Teacher knowledge, implementation of strategies with fidelity
Resources (Human, Material)	Science World, collaboration with LA/Reading teachers, Advanced science curriculum
Funds Needed/Allocated	TEC dollars//Data Day funds
Team/Person Responsible for Progress Monitoring	Administrative Team/TOSA
Action Step Progress Monitoring	Walkthroughs – consistency and quality of strategies being implemented Lesson Plans
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	Increase of the percent of students scoring a level 3 or above on FCAT science test.

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	6-8 Math/Sci.	District Staff	Terry Rooks – 8 th math, Robert Hamilton – 6 th math/sci., Tina Stewart – 8 th math, Kelly Filipic – 6 th math, Nick Filipic – 7 th math, Bruce Stull – 8 th science, Tammy MacDonald – 6 th science, Cyndy Jones – 8 th science	2 instructional days and one Saturday a quarter	Observation by teachers and district staff Debriefing on criteria that was observed at each lesson.	Helios grant trainers, District Staff
CAR-PD	6-8 all teachers who don't have Reading endorsement	Deirdre Murray/TOSA	All non-reading endorsed teachers	Twice a month	Observation, Practicum	TOSA – Deirdre Murray
CIS Training	6-8 Social Studies, 6-8 Science, 6-8 Electives	Deirdre Murray, Corey Boney, Leia Swiggett	Social Studies teachers, Science teachers, Elective teachers, LA teachers	Half day training, observation of another teacher for one period	Implementation with coaching by trainer	Deirdre Murray-TOSA, Corey Boney-ESE Specialist, Administration
Data Days	6-8 all	Deirdre Murray – TOSA, Administration	All teachers	quarterly	Lesson plans, walk throughs, observations	Administration, TOSA
High Yield Instructional Strategies	6-8 all	Administration, Frank Laga, Kelly Filipic, Tina Stewart, Meryl Reynolds, Stephen Blake, Sandy Pope, Leia Swiggett, Justin Taylor, Peggy Martin	All teachers	Pre-planning Aug. 1 st , follow up monthly	Lesson plans, walk throughs, observations	Administration