

Citrus County Schools

Crystal River High School



2021-22 Schoolwide Improvement Plan

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Crystal River High School

3195 CRYSTAL RIVER HIGH DR, Crystal River, FL 34428

<https://crh.citruschools.org/>

Demographics

Principal: Phillip Mcleod

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (56%) 2016-17: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Citrus County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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<https://crh.citruschools.org/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School PK, 9-12</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">67%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">18%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		I	B	B

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Crystal River High School is to create a learning environment that is conducive to preparing students to be successful in a diversified global society.

Provide the school's vision statement.

One crew. One Ship. One Voyage. All in for Pirate Success.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
McLeod, Phillip	Principal	The role of the Principal is to provide leadership, direction and co-ordination within the school. The Principal's main focus should be to develop and maintain effective educational programs within school and to promote the improvement of teaching and learning within school.
Lancaster, Brian	Assistant Principal	Curriculum and Guidance Implementing school safety procedures and ensuring compliance. Observing and evaluating teachers.
Branch, Mary	Assistant Principal	Professional Development and Academy of Health Careers Implementing school safety procedures and ensuring compliance. Observing and evaluating teachers.
Einspahr, Michael	Assistant Principal	Discussing student behavior and learning problems with parents. Implementing school safety procedures and ensuring compliance. Handling disciplinary issues. Observing and evaluating teachers.

Demographic Information

Principal start date

Thursday 7/1/2021, Phillip Mcleod

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

66

Total number of students enrolled at the school

1,241

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	330	330	277	275	1212
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	61	89	64	63	277
One or more suspensions	0	0	0	0	0	0	0	0	0	63	77	53	32	225
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	71	44	43	158
Course failure in Math	0	0	0	0	0	0	0	0	0	8	57	76	54	195
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	65	83	70	42	260
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	68	39	90	39	236
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	57	110	96	69	332

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	3	0	0	13	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	7	1	1	13

Date this data was collected or last updated

Wednesday 9/8/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	1	269	294	294	316	1174
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	123	147	166	145	581
One or more suspensions	0	0	0	0	0	0	0	0	0	86	51	44	42	223
Course failure in ELA	0	0	0	0	0	0	0	0	0	42	52	34	51	179
Course failure in Math	0	0	0	0	0	0	0	0	0	65	60	64	72	261
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	50	39	40	37	166
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	41	26	16	32	115

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	101	80	88	90	359

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	12	4	5	31	52
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	3	3

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	1	269	294	294	316	1174
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	123	147	166	145	581
One or more suspensions	0	0	0	0	0	0	0	0	0	86	51	44	42	223
Course failure in ELA	0	0	0	0	0	0	0	0	0	42	52	34	51	179
Course failure in Math	0	0	0	0	0	0	0	0	0	65	60	64	72	261
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	50	39	40	37	166
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	41	26	16	32	115

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	101	80	88	90	359

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	12	4	5	31	52
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	3	3

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				51%	57%	56%	51%	51%	56%
ELA Learning Gains				47%	53%	51%	51%	48%	53%
ELA Lowest 25th Percentile				35%	41%	42%	41%	38%	44%
Math Achievement				56%	56%	51%	55%	53%	51%
Math Learning Gains				45%	39%	48%	52%	48%	48%
Math Lowest 25th Percentile				36%	40%	45%	53%	42%	45%
Science Achievement				72%	80%	68%	69%	65%	67%
Social Studies Achievement				71%	79%	73%	68%	73%	71%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	51%	54%	-3%	55%	-4%
Cohort Comparison						
10	2021					
	2019	50%	54%	-4%	53%	-3%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	71%	72%	-1%	67%	4%	

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019						

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	72%	75%	-3%	70%	2%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	46%	70%	-24%	61%	-15%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	59%	57%	2%	57%	2%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

English Language Arts: USA Test Prep (All Grade Levels)
 Algebra1 and Geometry: USA Test Prep (All Grade Levels)

		Grade 9			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		104	0	204
	Economically Disadvantaged		1	0	3
	Students With Disabilities		0	0	0
	English Language Learners		0	0	1
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
		Number/% Proficiency	Fall	Winter	Spring

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	132	0	181
	Economically Disadvantaged	1	0	1
	Students With Disabilities	0	0	0
	English Language Learners	0	0	1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	76	80	31
	Economically Disadvantaged	1	1	1
	Students With Disabilities	0	0	0
	English Language Learners	1	1	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	1	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34	20	6
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	174	175	160
	Economically Disadvantaged	0	0	1
	Students With Disabilities	0	0	0
	English Language Learners	0	1	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5	2	1
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	14	27	23	34	32	12	28	23		79	9
BLK	35	41	27	14	24		44	40		83	30
HSP	40	42	36	35	27		50	68		95	42
MUL	33	41		20	10		40			82	
WHT	46	44	39	33	19	12	58	67		90	43

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL	35	37	35	24	16	9	46	55		87	33
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	48	36	24	38	33	46	34		73	
BLK	41	36		33	39		50	50		95	22
HSP	49	38		54	25		76	75		77	41
MUL	39	50	50	42	55		63			100	45
WHT	52	48	36	58	46	40	73	73		90	45
FRL	45	43	31	55	45	38	67	66		83	34
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	44	34	43	60	57	35	44		54	7
BLK	36	50		30	42		64	50		79	18
HSP	60	59		70	57		74	63		87	50
MUL	50	38		65	50		45	65		75	
WHT	51	50	43	54	52	52	70	70		83	43
FRL	46	47	37	53	51	52	67	66		76	29

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	439
Total Components for the Federal Index	10
Percent Tested	90%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

FSA data showed that:

- *46% of 9th grade ELA students scored a level 3 or higher in 2021, this is a 5% decrease from 2019.
- *42% of 10th grade ELA students scored a level 3 or higher, this is an 8% decrease from 2019.
- *26% of Alg. 1 students scored level 3 or higher, this is a 19% decrease from 2019.
- *36% of Geometry students scored a level 3 or higher, this is a 24% decrease from 2019.
- *66% of US History students scored a level 3 or higher, this is a 6% decrease from 2019.
- *55% of Biology students scored a level 3 or higher, this is a 16% decrease from 2019.
- *75% of at-risk students, 86.9% Economically Disadvantaged, 78.6% SWD graduated in 2019,
- *Total of 89.7% graduation rate in 2020.
- *There is a 19% gap of white vs black students, -3% of SWD vs Non-SWD scoring 3 or higher in math
- *34% gap of SWD vs Non SWD and 11% gap in white vs black students in ELA.
- *60 out of 253 students passed AP exams at 24%. This is a decrease of 27 students from 2020 in which the rate was at 31% passing.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on 2019 vs 2021 FSA data across content areas there is a need for improvement in all content areas. CRHS was below state average in every content area except the American History EOC and below the district average in every category. Early Warning system data shows that for the 2020-21 school year 166 students scored level 1 on ELA and 115 scored level 1 in math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A loss of instruction seems to have developed a "COVID slide" amongst many of our students. Our improvement plan must focus on improving high-level learning strategies research-based instructional strategies through professional learning communities, professional development, and progress monitoring.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The most improvement seen was the learning gains shown in 9th and 10th grade students of the ELA bottom quartile which increased from 35% in 2019 to 38% in 2021. Achieve 3000 and USA test prep use as a diagnostic tool allowed teachers to formatively assess student performance and adjust instruction.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Inclusionary practices in which reading endorsed ESE instructors supported SWD students in their ELA classes improved success. The use of Achieve 3000 in Reading Intervention classes allowed for progress monitoring and improvement learning gains for the lowest quartile.

What strategies will need to be implemented in order to accelerate learning?

-A focus on the use of formative assessment across content areas, standards based instruction, Fundamental Five, AVID, and student centered learning. After school tutoring and the use of Edgenuity to close gaps in standards that need to be revisited based on a loss of instruction or failure to comprehend standards. Add the use of USA Test Prep as a formative assessment tool in Science and Social Studies.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will be focused on Fundamental Five, progress monitoring of at-risk students, Canvas training to open up avenues for quarantined students to maintain learning outside of the classroom. Professional learning communities will focus on "share sessions" and "learning sessions" to improve student achievement.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

A grant is being completed for after school tutoring and credit recovery for students to offset the COVID slide. This will include transportation to allow students time out of the classroom for academic intervention. Refocusing walkthrough feedback, PLCs, and professional development opportunities to improve instructional strategies through the use of the Fundamental Five. In addition to the use of USA Test Prep in ELA and Math, we will add this to US History and Biology as a formative assessment.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Previous year's data indicates the graduation rate for Students with Disabilities at CRHS is lower than that of the state average. At CRHS we intend to increase student achievement and the graduation rate of SWD. In 2019-20, our SWD subgroup had a graduation rate of 78%. This subgroup also scored below 41% on the ESSA Federal Index.

Measurable Outcome: In the 2021-22 school year, our students with disabilities subgroup will score above 41% on the ESSA Federal Index and increase the graduation rate of these same students by 10%.

Monitoring: Tabetha Harrison (ESE Specialist) will develop a working data file including data relative to student academic performance, attendance, course credits and behavior. This file will be routinely and systematically reviewed by the school leadership team as well as those providing instruction to SWD students in an effort to ensure students are on track to meet graduation expectations.

Person responsible for monitoring outcome: Michael Einspahr (einspahrm@citruschools.org)

Evidence-based Strategy: 1. Students with disabilities will be instructed in their least restricted environment.
2. Teachers will utilize diagnostic assessment data to drive instruction and enhance planning to meet individual student needs.

Rationale for Evidence-based Strategy: Research shows that the least restrictive environment increases achievement

Action Steps to Implement

1. Continually monitor the appropriate class placement of ESE students in order that they are receiving the appropriate instruction.
2. Systematically evaluate USA Test Prep Diagnostic Reading and Math Data to drive instruction and close gaps among students with disabilities.
3. Provide alternative settings for students to obtain additional academic support in accordance with their Individual Education Plan.
4. Allow time for collaboration and data review between the general education teacher and the facilitative support teacher.
5. Identify at-risk students and provide early intervention (academically, organizationally and behaviorally) to increase student success.
6. Progress monitoring with Achieve 3000 and USA Test Prep

Person Responsible: Michael Einspahr (einspahrm@citruschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: An area focus is an increase in student achievement in mathematics. Based on a review of FSA data students scoring 3 or higher dropped in Algebra 1 and Geometry to below district and state average. Overall math achievement 9-12 grade fell from 56% proficiency in 2019 to 31% in 2021.

Measurable Outcome: Progress monitoring data with show an increase in USA test prep scores from BOY, MOY and EOY diagnostic testing. FSA and EOC scores will show a 39% increase from 2021 to 2022 FSA data.

Monitoring:

1. Observation feedback through classroom walkthrough data with professional development opportunities in areas of improvement.
2. Progress monitoring through USA test prep and classroom formative assessment
3. 90% pass rate in classroom grades, lower the overall failure rate in math classes

Person responsible for monitoring outcome: Mary Branch (branchm@citruschools.org)

Evidence-based Strategy:

1. Fundamental Five Teaching and Learning Strategies
2. Standards aligned instruction and sharing out best practice through PLCs.
3. Formative assessment (USA Test Prep, IXL, Delta Math)

Rationale for Evidence-based Strategy: Mastery in math is a graduation requirement and 2021 FSA data showed a drastic decline in proficiency level.

Action Steps to Implement

1. Professional Development in instructional strategies in math
2. Progress monitoring through USA test prep
3. Emphasis on Standards-based instruction
4. Learning and sharing sessions through PLCs
5. Classroom walkthrough observation and feedback
6. Data days and professional development days to discuss best practice.
7. Grade recovery through Edgenuity
8. After school tutoring grant

Person Responsible Mary Branch (branchm@citruschools.org)

#3. Instructional Practice specifically relating to ELA

Area of Focus Following the Covid Slide, new Virtual Instruction, and attendance concerns during the 2020-21 school year, the number of course failures increased from past school years.
Description and Rationale: The 2021 FSA data showed a drastic decrease in proficiency among ELA students.

Measurable Outcome: Crystal River High will increase student performance in ELA by a 26% increase in ELA proficiency. 90% of students will have a passing grade in ELA classes.

Monitoring: Observation through the classroom walkthrough form and feedback. Adjusting PLC learning and sharing sessions to areas of improvement.
 Progress Monitoring through USA test prep and Achieve 3000

Person responsible for monitoring outcome: Brian Lancaster (lancasterb@citruschools.org)

Evidence-based Strategy:

1. Provide training in strengthening instructional practices.
2. Utilize formative assessment such as Achieve 3000 and USA test prep
3. Sharing and Learning sessions in PLCs
4. Focus on the Fundamental Five teaching practices
5. Standards-Based instruction

Rationale for Evidence-based Strategy: Formative assessment and adjusting instruction to the strengths and needs of students is crucial in increasing student achievement. Teachers must make sure students are mastering content before they "leave them behind" introducing new content.

Action Steps to Implement

1. Develop a professional learning community schedule focused on best practices for academic achievement.
2. Develop a live data tool for each grade level containing a variety of pertinent information in order to facilitate discussions around individual student success and challenges.
3. Provide opportunity for staff collaboration to encourage increased student engagement and best instructional practices.
4. Provide after school tutoring opportunities for students.
5. Provide training in best practices for use of formative assessment and monitor usage of formative assessment across classrooms.
6. Utilize the Edgenuity platform to offer credit recovery opportunities.
7. Utilize a grant for after school tutoring and intervention to close gaps caused from loss of instruction from the "COVID slide".

Person Responsible Brian Lancaster (lancasterb@citruschools.org)

#4. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale: An area of focus at Crystal River High School is improving student achievement of students who are economically disadvantaged. CRHS has a rate of 66.4% of students reported as economically-disadvantaged. This number could be higher than what is reported, as status can change and not everyone may report. Research shows that economically-disadvantaged students correlate with Early Warning System data. Based on 2020-21 Early Warning System data 359 students (31% of total enrollment) had 2 or more at risk indicators.

Measurable Outcome: 90% of economically-disadvantaged students will show an increase on FSA learning gains, formative assessment data, GPA, and attendance.

Monitoring: Progress monitoring of students who are economically disadvantaged through USA Test prep, Achieve 3000, FSA data, attendance data, and grades.

Person responsible for monitoring outcome: Brian Lancaster (lancasterb@citruschools.org)

Evidence-based Strategy:

1. A focus on vocabulary across content areas. Literacy-based strategies to increase student comprehension in reading. Research states that students who are economically disadvantaged often lack an efficient background in vocabulary.
2. After school tutoring and Unit Recovery after school through Edgenuity to close the gap created from the COVID slide
3. Formative Assessment such as classroom strategies using the Fundamental 5, USA Test Prep, Achieve 3000
4. Building relationships with at-risk students through teacher and administrative mentoring strategies.
5. Retesting students after remediation on standards they have not mastered.
6. Differentiated instruction based on the needs of the learner

Rationale for Evidence-based Strategy: The strategies listed are research based and align with a school-wide focus to use formative assessment, differentiated instruction, standards-aligned instruction, student engagement, and relationship-building. These are all aligned with our core values and the use of Fundamental Five to ensure best practice.

Action Steps to Implement

1. Identify students who are economically-disadvantaged.
2. Enroll these students in after school tutoring with transportation provided
3. Assign these students a mentor
4. Progress monitor these students through USA Test Prep, Achieve 3000, classroom grades, and attendance.
5. Enroll students in Edgenuity for grade recovery and unit recovery.

Person Responsible Brian Lancaster (lancasterb@citruschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Crystal River High reported 5.7 incidents per 100 students. When compared to all high schools statewide, it falls into the very high category:

***CRHS ranked #441 out of 505 high schools state-wide.**

***Violent incidents ranked low .67 per 100 students, property incidents ranked high .08 per 100 students and drug/public order incidents ranked very high 4.97 per 100 students.**

***Total reported suspensions ranked very high 26.2 suspensions per 100 students.**

***During the 2021-2022 school year, CRHS will track discipline data to monitor the effectiveness of strategies including alternatives to suspension, a "Keeping Students in Class" grant aimed at using after school detention and Saturday School to minimize the loss of class time due to consequences.**

***CRHS will focus on positive reinforcement through the use of positive referrals for students.**

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

1. Positive Referral System for teachers and students
2. Academic Award Ceremonies

The CRHS School Advisory Council meets throughout the school year and helps decision making which leads to a positive school culture. The council is made up of teachers, students, parents, community members and school board members.

CRHS core values stand for safety, accountability, challenging, differentiation, respect, community, diversity, innovation, balance, communication, and lifelong learning.

These values are shared with all stakeholders and are the basis for our decision-making.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

1. Teachers submit positive referrals and nominate students for awards.
2. Administrators meet with students for positive referrals

3. Parents are part of senior nights, athletics, open houses and other activities bringing them to campus.
4. Community members join our councils and and give input to the success of our school
5. Parents and students give input through student and parent surveys
6. Opportunities to celebrate success such as award ceremonies are organized for students and all stakeholders are invited.