Citrus County Schools

Crystal River Middle School

2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics 3

Purpose and Outline of the SIP 4

School Information 7

Needs Assessment 10

Planning for Improvement 18

Positive Culture & Environment 22

Budget to Support Goals 0

Crystal River Middle School

344 NE CRYSTAL ST, Crystal River, FL 34428

https://crh.citrusschools.org/

Demographics

Principal: Brian Lancaster

Start Date for this Principal: 1/6/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: C (53%) 2016-17: B (57%)
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.

Table of Contents

Purpose and Outline of the SIP 4

School Information 7

Needs Assessment 10

Planning for Improvement 18

Title I Requirements 0

Budget to Support Goals 0

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	73%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To educate, motivate and drive success for all students through rigor, relevance, and relationships.

Provide the school's vision statement.

All students are equipped to be successful contributors to the school, community and society.

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
Roland, David	Principal	Provide leadership in the continuous improvement of the total education program of CRMS which includes maintaining high visibility on campus and at school-related events to encourage and promote staff and community engagement. Instructionally, Mr. Roland involves others in the decision-making process to encourage teamwork with the goal to manage and administer programs and best practices to increase student achievement. Through careful analysis of school data, goals are identified and the action steps necessary to achieve campus-wide goals to promote a positive, safe, and healthy learning and working environment.
Touchton, Christina	Assistant Principal	Provide assistance and feedback in the continuous improvement of the total education program of CRMS which includes maintaining high visibility on campus and at school-related events to encourage and support staff and community engagement. Instructionally, participate in the decision-making process to encourage teamwork with the goal to monitor programs and best practices to increase student achievement. Through careful analysis of school data, collaborate to identify goals and the action steps necessary to achieve campus-wide initiatives to promote a positive, safe, and healthy learning and working environment.
Stringer, Amanda	Assistant Principal	Provide assistance and feedback in the continuous improvement of the total education program of CRMS which includes maintaining high visibility on campus and at school-related events to encourage and support staff and community engagement. Instructionally, participate in the decision-making process to encourage teamwork with the goal to monitor programs and best practices to increase student achievement. Through careful analysis of school data, collaborate to identify goals and the action steps necessary to achieve campus-wide initiatives to promote a positive, safe, and healthy learning and working environment.

Demographic Information

Principal start date

Sunday 1/6/2019, Brian Lancaster

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.*

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.*

Total number of teacher positions allocated to the school

59

Total number of students enrolled at the school

900

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

14

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

12

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	283	287	324	0	0	0	0	894
Attendance below 90 percent	0	0	0	0	0	0	68	69	37	0	0	0	0	174
One or more suspensions	0	0	0	0	0	0	33	66	62	0	0	0	0	161
Course failure in ELA	0	0	0	0	0	0	19	52	74	0	0	0	0	145
Course failure in Math	0	0	0	0	0	0	68	22	21	0	0	0	0	111
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	52	55	71	0	0	0	0	178
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	62	62	55	0	0	0	0	179
Number of students with a substantial reading deficiency	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	77	77	81	0	0	0	0	235

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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/5/2021

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	301	317	296	0	0	0	0	914
Attendance below 90 percent	0	0	0	0	0	0	27	47	41	0	0	0	0	115
One or more suspensions	0	0	0	0	0	0	22	69	70	0	0	0	0	161
Course failure in ELA	0	0	0	0	0	0	25	48	44	0	0	0	0	117
Course failure in Math	0	0	0	0	0	0	46	53	72	0	0	0	0	171
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	65	45	55	0	0	0	0	165
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	75	52	45	0	0	0	0	172

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	70	74	81	0	0	0	0	225

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	2	2	4	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	0	0	2

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	301	317	296	0	0	0	0	914
Attendance below 90 percent	0	0	0	0	0	0	27	47	41	0	0	0	0	115
One or more suspensions	0	0	0	0	0	0	22	69	70	0	0	0	0	161
Course failure in ELA	0	0	0	0	0	0	25	48	44	0	0	0	0	117
Course failure in Math	0	0	0	0	0	0	46	53	72	0	0	0	0	171
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	65	45	55	0	0	0	0	165
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	75	52	45	0	0	0	0	172

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	70	74	81	0	0	0	0	225

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	2	2	4	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	0	0	2

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				53%	56%	54%	52%	57%	53%
ELA Learning Gains				51%	53%	54%	52%	56%	54%
ELA Lowest 25th Percentile				42%	46%	47%	34%	46%	47%
Math Achievement				53%	62%	58%	57%	64%	58%
Math Learning Gains				46%	54%	57%	53%	55%	57%
Math Lowest 25th Percentile				35%	44%	51%	54%	54%	51%
Science Achievement				51%	55%	51%	59%	56%	52%
Social Studies Achievement				61%	76%	72%	58%	73%	72%

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**
06	2021					
	2019	50%	52%	-2%	54%	-4%
Cohort Comparison						
07	2021					
	2019	51%	55%	-4%	52%	-1%
Cohort Comparison		-50%				
08	2021					
	2019	55%	54%	1%	56%	-1%
Cohort Comparison		-51%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019	48%	51%	-3%	55%	-7%
Cohort Comparison						
07	2021					
	2019	50%	62%	-12%	54%	-4%
Cohort Comparison		-48%				
08	2021					
	2019	33%	49%	-16%	46%	-13%
Cohort Comparison		-50%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019	50%	52%	-2%	48%	2%
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	60%	74%	-14%	71%	-11%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	96%	70%	26%	61%	35%

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	95%	57%	38%	57%	38%

Grade Level Data Review - Progress Monitoring Assessments

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

USA Test Prep District Assessments were administered to 6-8 grade students in the Fall, Winter, and Spring for English Language Arts and Mathematics.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	132	200	198
	Economically Disadvantaged	1	1	2
	Students With Disabilities	0	0	2
	English Language Learners	0	0	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	116	129	143
	Economically Disadvantaged	1	1	2
	Students With Disabilities	0	0	0
	English Language Learners	1	1	1

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	123	189	208
	Economically Disadvantaged	0	2	2
	Students With Disabilities	0	0	2
	English Language Learners	0	3	2
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	87	138	63
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	156	155	151
	Economically Disadvantaged	1	1	4
	Students With Disabilities	0	0	4
	English Language Learners	1	1	4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	80	131	81
	Economically Disadvantaged	0	3	2
	Students With Disabilities	0	2	0
	English Language Learners	0	4	2
	Number/% Proficiency	Fall	Winter	Spring
Science	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	20	32	35	27	39	38	22	40			
BLK	29	28	14	31	29	36	27	30			
HSP	42	42	44	42	34	43	33	59			
MUL	49	41		41	46			70			
WHT	48	47	45	52	41	44	45	67	73		
FRL	44	43	42	46	40	45	38	63	62		

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	19	36	31	23	40	38	13	37			
BLK	43	53	31	28	29	28	25	60			
HSP	49	52	48	52	51	39	59	44	80		
MUL	42	39		43	39	25	40	27			

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
WHT	55	52	43	55	47	35	54	64	62		
FRL	48	49	41	48	43	32	48	57	48		

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	17	34	29	21	32	31	29	13			
BLK	24	35	40	27	42	56	20	38			
HSP	44	48	29	52	59	57	71	47	64		
MUL	38	35	17	38	38						
WHT	55	54	36	60	53	54	61	60	60		
FRL	47	49	33	52	49	53	52	54	48		

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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	448
Total Components for the Federal Index	9
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	28
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	42
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	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	51
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	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

USA Test Prep data reflected math data showed growth across all grade levels.
In all grade levels, African American and Students with Disabilities are performing significantly lower than all other subgroups in ELA and math.
In sixth and seventh grade, students demonstrated growth in ELA.

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

In all grade levels, African American and Students with Disabilities are performing significantly lower than all other subgroups in ELA and math. for African American and Students with Disabilities.

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

Title I interventionist can analyze and monitor data to provide instructional strategies for African American and Students with Disabilities.
Behavior specialist to work with students with disabilities who also exhibit behavior concerns to limit the amount of instructional time lost due to behavior.

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

Sixth and Seventh grade BOY assessment averages were below the district average
- sixth grade ELA scores increased from BOY to EOY by 9% (FSA raw data- 48% proficiency)
-seventh grade EOY ELA scores increased by 7% (FSA raw data- 41% proficiency)
-Eighth grade EOY ELA scores stated the same (FSA raw data- 50% proficiency)

Sixth through Eighth grade BOY assessment averages all started below the District BOY average
-sixth grade mathematics increased by 13%, largest in the district (FSA raw data- 63% proficiency)
-seventh grade mathematics increased by 7%, largest in the district (FSA raw data- 51% proficiency)
-eighth grade mathematics increase by 6%, largest in the district (FSA raw data- 32% proficiency)

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

Utilization of formative assessment to drive instruction
Increased instructional time due to reduction in class time loss due to misbehavior (reduction of 33% in discipline referrals)

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

Grade level and department collaboration
Providing instructional staff with timely and specific feedback on high yield strategies through the use of a school created walk through tool
Consistent formative assessment processes

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.

Pre-planning professional learning sessions focused on providing instructional staff with strategies to implement vocabulary in context, summarization practices, and high yield/extended thinking practices.
Develop a walk through tool to monitor implementation of strategies and provide immediate and meaningful feedback to staff.
Opportunities for instructional staff to collaboration amongst grade level teams and departments
Professional learning community, "Relationship, Responsibility, and Regulation"

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

Title I interventionist, Behavior specialist, and TOSA will provide instructional feedback and provide modeling for best practices.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	State, District, and school data reflects the need for consistent, pervasive, and frequently used research based instructional practices. Fluctuation with enrollment lead to changes of teacher assignments which directly impacted student learning due to inconsistency in collaboration.
Measurable Outcome:	Increase ELA learning gains to 51%
Monitoring:	Develop school wide walk through tool to provide instructional staff with immediate and meaningful feedback as it relates to vocabulary in context, summarization, and high yield/ extended thinking strategies.
Person responsible for monitoring outcome:	Christina Touchton (touchtonc@citrusschools.org)
Evidence-based Strategy:	Vocabulary in Context, Extended thinking/Higher Order; Summarization
Rationale for Evidence-based Strategy:	Max Thompson/Marzano High Yield Strategies

Action Steps to Implement

1. Provide professional development on high yield instructional strategies.
2. Implement high yield strategies in classroom instruction and evidenced through documentation of lesson plans.
3. Create and utilize school based walk through tool for the purpose of immediate and meaningful feedback.
4. Analyze walk through data in conjunction with student learning data.

Person Responsible	Christina Touchton (touchtonc@citrusschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Students with Disabilities performance on 2019 FSA was below 41% on the Federal Index
Measurable Outcome:	Increase performance of students with disability on Federal Index by 10%
Monitoring:	USA TestPrep and Achieve 3000 will be utilized for progress monitoring.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Extreme Reading!
Rationale for Evidence-based Strategy:	The US DOE endorses the utilization of Extreme Reading! to increase student performance.

Action Steps to Implement

1. Continuation of Extreme Reading! classes with specific students chosen for this class.
2. Increase rigor through high yield instructional strategies.
3. Allocate resources for inclusionary practices.
4. Increase Least Restrictive Environment.
5. Increase the number of SWD in Algebra and AVID

Person Responsible	[no one identified]

No description entered

Person Responsible	[no one identified]

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	African American student and Multiracial student performance on 2019 FSA is below 41% on the Federal Index.
Measurable Outcome:	Increase performance of African American and Multiracial students on the Federal Index by 5%
Monitoring:	Subgroups will be monitored through analysis of USA Test Prep data and grade analysis.
Person responsible for monitoring outcome:	Amanda Stringer (stringera@citrusschools.org)
Evidence-based Strategy:	Utilization of Achieve 3000, USA Test Prep, AVID and mentors.
Rationale for Evidence-based Strategy:	AAR research indicates that mentoring African American males increases academic performance. Research shows that multiracial students have a lack of personal connections due to issues related to cultural identity. AVID provides a framework for instructing multiracial students that will assist teachers with providing socially effective instruction.

Action Steps to Implement

1. Increase the number of African American and multiracial students in AVID and Algebra.
2. Utilization of Achieve 3000 and USA Test Prep to track progress.
3. Continue mentoring program for African American and multiracial students.
4. Professional development on Culturally Relevant Teaching.

Person Responsible	Amanda Stringer (stringera@citrusschools.org)

Additional Schoolwide Improvement Priorities

Using the 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.

As reflected by the 2019-2020 school year discipline data, CRMS reported the area of Drug/Public Order incidents as a primary area of concern. When compared to other area middle schools, CRMS ranked 4/4 with an average of 7.495 incidents per 100 students with the highest infraction being related to tobacco. The total number of infractions in this reporting category was 70; equating to a state rank of 472.

Suspension data reflects an increase in Out of School Suspension and an In School Suspension decrease with an overall state ranking of 521/553.

During the 20-21 school year, CRMS took a firm stance on Tobacco/Vaping related offenses. As a preventative measure, staff members conducted routine bathroom checks throughout the day and counseling was provided to students in violation of the Code of Conduct.

Each week, the Core team meets to discuss students of interest and trends as they reflect discipline from the previous week. Additionally, grade level meetings encourage conversation to identify students who may need an academic or behavioral intervention. This year, a Behavior Interventionist has joined the team to provide a proactive support system to students who have a history of discipline. Consistent parent/school communication is encouraged; teachers and staff members across campus nominate students for positive behavior and make phone calls home to celebrate student success.

For the 21-22 school year, Citrus County Schools has instituted a uniformed practice to assign progressive discipline beginning with a one day In School Suspension assignment for Tobacco Related offenses.

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.

Crystal River Middle School seeks continuous collaboration and input with all stakeholders. Through monthly department and grade level team meetings, staff members work to identify areas of need and discuss practices that are going well, and bring them to the administrative team's attention. Parents and community members are invited to participated in school wide events and planning activities such as the

school improvement process to cultivate a safe learning environment which challenges students to grow behaviorally and academically. All stake holders are provided opportunities to learn from one another in a supportive yet rigorous environment. Through the use of PBIS, students are recognized for positive choices and efforts. In collaboration with the PE department, weekly social emotional lessons are delivered to every student to build interpersonal skills, develop self-confidence, and provides the student body with a voice.

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

CRMS Staff Members promote positivity by celebrating student character and success through the Positive Behavior Referral process. Teachers and staff members enter the information into the Student Management System and contact home to notify parents of their child's positive choices. Mr. Keith Crisp, Ms. Megan Vino, and Mrs. Barbara Dehoff have devised a plan to implement the PBIS program; any staff member can award students positive behavior points which are available for students to use as currency to obtain various school items and events. Mr. Roland, Principal and Assistant Principals, Amanda Stringer and Christina Touchton model and encourage proper interaction and behavior amongst students on the morning show twice a week.