Citrus High School

2022-23 Schoolwide Improvement Plan

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Citrus High School

600 W HIGHLAND BLVD, Inverness, FL 34452

https://chs.citrusschools.org/

Demographics

Principal: Mark Kahler

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2021-22 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	2021-22: C (50%) 2018-19: B (57%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the Citrus County School Board on 10/11/2022.

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.](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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	90%

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

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

School Board Approval

This plan was approved by the Citrus County School Board on 10/11/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

"Citrus High School is committed to challenging its students to maximize their potential by utilizing innovative instructional strategies while maintaining a safe and nurturing environment."

Provide the school's vision statement.

"The vision of Citrus High School is to be a premier educational institution at the heart of the community where students receive the foundation necessary to become productive and successful members of society."

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Kahler, Mark	Principal	PERFORMANCE RESPONSIBILITIES: (1) Provide leadership in the continuous improvement of the total educational program in the school. * (2) Manage and administer the overall instructional program of the school. * (3) Manage and administer the overall activities of assessing and developing the instructional program of the school. * (4) Provide leadership and facilitate the accreditation program at the school. * (5) Involve others in the decision-making process and encourage teamwork, collaboration and partnerships. * (6) Assume, as requested, a District-wide leadership role for an identified function, program, or service, such as curriculum development, instructional technology, staff development, or custodial coordination. * (7) Participate, as requested, in District-wide curriculum development and assume responsibility for the implementation of such programs when approved. * (8) Participate, as requested, in the evaluation, selection and adoption of textbooks and other instructional materials. (9) Participate, as requested, in the development of the District's student assessment program. Manage and administer the testing program for the school. * (10) Provide leadership, facilitate and oversee the wise use of personnel resources within the school. * (11) Serve as the liaison between the school and District-wide services available to assist the school in its mission. (12) Manage the implementation and administration of negotiated employee contracts at the school level. * (13) Provide leadership and facilitate the development of long- and short-range instructional and facility needs. * (14) Manage and administer plant safety and facility inspections, including supervision of buildings and grounds. *(15) Manage and administer maintenance services for the school in such a manner that ensures maximum life and use of the facility. * (16) Provide leadership for student discipline and implement disciplinary procedures and policies that ensure a safe and orderly environment. * (17) Facilitate, manage and supervise financial planning for the school, including the preparation of the school's budget. * JOB GOAL To provide the leadership and vision necessary to develop and implement a comprehensive program of instructional and support services which optimize available resources to establish and maintain a safe, caring, and enriching environment conducive to learning and student success. (18) Manage and supervise the wise use of financial resources for the school. * (19) Manage and administer purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. * (20) Oversee financial accounting to ensure judicious management of all school funds. * (21) Manage and supervise the preparation of financial reports for the school. *(22) Manage and supervise student accounting and attendance procedures at the school. * (23) Coordinates with the Food Service Director to oversee and supervise the school food service program. * (24) Serve as a liaison between the school and community and provide leadership for positive school /community relations. * (25) Serve as the liaison between the school and business community and provide leadership for the development of partnerships to benefit the school. * (26) Keep well informed about current trends in education. * (27) Keep well informed of policy, procedures, instructional programs, potential problems and the resolution of existing problems. *(28) Keep staff informed of policy, procedures, instructional programs, potential problems and the resolution of existing problems. * (29) Keep Superintendent and appropriate District staff informed of problems and events of unusual nature. * (30)Oversee and maintain accountability for property inventory records and

Name	Position Title	Job Duties and Responsibilities
		security of school property. * (31) Oversee the development of a master schedule for teachers. * (32) Provide leadership for and coordinate the supervision of extracurricular activities / events / programs. * (33) Approve all school sponsored activities and maintain a calendar for all school events. * (34) Provide for the articulation of the school's instructional program and services among school personnel. *(35) Provide leadership for the school improvement and accountability process. * (36) Provide leadership for the development and maintenance of an environment that is conducive to teaching and learning. * (37) Assume all duties and responsibilities in Florida statutes. * (38) Provide leadership to ensure that appropriate staff development activities are available to meet staff needs in carrying out the school improvement plan. * (39) Supervise and coach assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. * (40) Coordinates with the Executive Director of Support Services to supervise and coordinate and oversee transportation services at the school. * (41) Establish procedures to be used in the event of a school crisis or civil disobedience and provide leadership in the event of such happenings. * (42) Implement School Board policy, State statutes and federal regulations as they pertain to the school. * (43) Establish the job assignments for all school-site administrators and assess the school-site administrator's performance. * (44) Manage and supervise the school's athletic and student activity programs, including the selection of club sponsors and coaches. * (45) Maintain visibility and accessibility on the school campus. * (46) Participate in the development of the District strategic plan, District school calendar, District staffing plan and manpower plans. Manage and administer school functions relating to these items. (47) Assign and supervise school personnel to special projects for the enhancement of the school. (48) Attend school-related activities and events. * (49) Participate in leadership development activities. (50) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (51) Perform other incidental tasks consistent with the goals and objectives of this position.
Leonard, Mary	Assistant Principal	Curriculum Assistant Principal PERFORMANCE RESPONSIBILITIES: (1) Provide assistance and feedback to school personnel. * (2) Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. * (3) Develop the master teaching schedule and assign teachers according to identified needs. *(4) Utilize current educational trends in the planning and preparation of the school instructional program. * (5) Interpret and enforce School Board policy, state statutes and federal regulations. * (6) Implement the accreditation program for the assigned school. * (7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. * (8) Manage and administer the testing program for the school. *(9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. * (10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. * (11) Provide leadership in the event of school crisis and/or civil disobedience. * (12)

Name	Position Title	Job Duties and Responsibilities
		Provide leadership in the school improvement process. * (13) Administer and develop teacher duty rosters for the school. * (14) Provide supervision while maintaining visibility about the campus and classroom. * (15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. * (16) Interpret and enforce the District's Code for Student Conduct. * (17) Supervise all facets of the registration process. * (18) Coordinate the production of pre-planning materials. * (19) Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. * (20) Comply with provisions of collective bargaining agreements. * (21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. * (22) Develop and maintain positive school/community relations and act as a liaison between school and community. * JOB GOAL To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District. (23) Coordinate the school food service program as it relates to the special needs of the school. * (24) Maintain adequate property inventory records, key control and security of school property. * (25) Participate in the development of long-range facility needs at the assigned school. * (26) Coordinate plant safety and facility inspection at the school. * (27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. * (28) Coordinate the transportation services at the assigned school.* (29) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. * (30) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. * (31) Supervise the function of student accounting at the school, as it pertains to funding an attendance. * (32) Manage and administer the attendance policy and procedures. * (33) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. * (34) Coordinate data processing activities as assigned. * (35) Provide leadership for, and supervision of, extracurricular activity programs. * (36) Participate in the administration of the school's athletic program. * (37) Assist in managing and supervising the student activity programs, including the selection of club sponsors. * (38) Approve school-sponsored activities and maintain a calendar of all school events. * (39) Assume responsibility of the school when the Principal is absent from the building. * (40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.* (41) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (42) Perform other incidental tasks consistent with the goals and objectives of this position.
Kirby, Kyler	Assistant Principal	Professional Development Assistant Principal PERFORMANCE RESPONSIBILITIES: (1) Provide assistance and feedback to school personnel. * (2) Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. * (3) Develop the master teaching schedule and assign teachers according to identified needs. * (4) Utilize current

Name	Position Title	Job Duties and Responsibilities

educational trends in the planning and preparation of the school instructional program. * (5) Interpret and enforce School Board policy, state statutes and federal regulations. * (6) Implement the accreditation program for the assigned school. * (7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. * (8) Manage and administer the testing program for the school. * (9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other
developmental activities. * (10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. * (11) Provide leadership in the event of school crisis and/or civil disobedience. * (12) Provide leadership in the school improvement process. * (13) Administer and develop teacher duty rosters for the school. * (14) Provide supervision while maintaining visibility about the campus and classroom. * (15) Establish guidelines for proper student conduct and effective disciplinary procedures and
policies for the school. * (16) Interpret and enforce the District's Code for Student Conduct. * (17) Supervise all facets of the registration process. * (18) Coordinate the production of pre-planning materials. * (19) Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. * (20) Comply with provisions of collective bargaining agreements. * (21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. * (22) Develop and maintain positive school/community relations and act as a liaison between school and community. * JOB GOAL To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District. *(23) Coordinate the school food service program as it relates to the special needs of the school. * (24) Maintain adequate property inventory records, key control and security of school property. * (25) Participate in the development of long-range facility needs at the assigned school. * (26) Coordinate plant safety and facility inspection at the school. * (27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. * (28) Coordinate the transportation services at the assigned school. * (29) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. * (30) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. * (31) Supervise the function of student accounting at the school, as it pertains to funding and attendance. * (32) Manage and administer the attendance policy and procedures. * (33) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. * (34) Coordinate data processing activities as assigned. * (35) Provide leadership for, and supervision of, extracurricular activity programs. * (36) Participate in the administration of the school's athletic program. * (37) Assist in managing and supervising the student activity programs, including the selection of club sponsors. * (38) Approve school-sponsored activities and maintain a calendar of all school events. * (39) Assume responsibility of the school when the Principal is
absent from the building. * (40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations for

Name	Position Title	Job Duties and Responsibilities
		appropriate employment action.* (41) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (42) Perform other incidental tasks consistent with the goals and objectives of this position.
Cates, Jason	Assistant Principal	Student Services Assistant Principal PERFORMANCE RESPONSIBILITIES: (1) Provide assistance and feedback to school personnel. * (2) Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. * (3) Develop the master teaching schedule and assign teachers according to identified needs. * (4) Utilize current educational trends in the planning and preparation of the school instructional program. * (5) Interpret and enforce School Board policy, state statutes and federal regulations. * (6) Implement the accreditation program for the assigned school. * (7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. * (8) Manage and administer the testing program for the school. * (9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. * (10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. * (11) Provide leadership in the event of school crisis and/or civil disobedience. * (12) Provide leadership in the school improvement process. * (13) Administer and develop teacher duty rosters for the school. * (14) Provide supervision while maintaining visibility about the campus and classroom. * (15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. * (16) Interpret and enforce the District's Code for Student Conduct. * (17) Supervise all facets of the registration process. * (18) Coordinate the production of pre-planning materials. * (19) Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. * (20) Comply with provisions of collective bargaining agreements. * (21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. * (22) Develop and maintain positive school/community relations and act as a liaison between school and community. * JOB GOAL To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District. *(23) Coordinate the school food service program as it relates to the special needs of the school. * (24) Maintain adequate property inventory records, key control and security of school property. * (25) Participate in the development of long-range facility needs at the assigned school. * (26) Coordinate plant safety and facility inspection at the school. * (27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. * (28) Coordinate the transportation services at the assigned school. * (29) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. * (30) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. * (31) Supervise the function of student accounting at the school, as it pertains to funding and attendance. * (32) Manage and

Name	Position Title	Job Duties and Responsibilities
		administer the attendance policy and procedures. * (33) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. * (34) Coordinate data processing activities as assigned. * (35) Provide leadership for, and supervision of, extracurricular activity programs. * (36) Participate in the administration of the school's athletic program. * (37) Assist in managing and supervising the student activity programs, including the selection of club sponsors. * (38) Approve school-sponsored activities and maintain a calendar of all school events. * (39) Assume responsibility of the school when the Principal is absent from the building. * (40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.* (41) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (42) Perform other incidental tasks consistent with the goals and objectives of this position.
Burdick, Christina	Staffing Specialist	The Exceptional Student Education (ESE) Staffing Specialist is responsible for coordinating the staffing and educational planning process at Citrus High School. The ESE Staffing Specialist serves as the designee of the Local Educational Agency (LEA) in Exceptional Student Education (ESE) meetings at the school where special education eligibility, placement, dismissal and program changes occur. The ESE Staffing Specialist possesses knowledge of the Individuals with Disabilities Education Act (IDEA), the theory and development of Exceptional Student Education, General Education Intervention Procedures, Child Find, ESE program eligibility and triennial reevaluation criteria under the FLDOE, program placement procedures as identified in the district's programs and policies document, exceptional student education program options, and community services available for students with disabilities and gifted students. The ESE Staffing Specialist demonstrates the ability to effectively communicate using written and oral communication skills; including discussion with students' parents in regard to procedural safeguards, legal rights and informed consent. The ESE Staffing Specialist also possesses the ability to use effective, positive interpersonal skills; planning and organizational skills; and skills in analyzing and evaluating student progress and programs.

Demographic Information

Principal start date
Friday 7/1/2022, Mark Kahler

Number of teachers with a 2022 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 2022 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.*

3

Total number of teacher positions allocated to the school

89

Total number of students enrolled at the school

1,532

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

16

Identify the number of instructional staff who joined the school during the 2022-23 school year.

15

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	379	426	399	353	1557
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	157	118	124	121	520
One or more suspensions	0	0	0	0	0	0	0	0	0	113	121	99	66	399
Course failure in ELA	0	0	0	0	0	0	0	0	0	84	99	3	3	189
Course failure in Math	0	0	0	0	0	0	0	0	0	64	71	91	102	328
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	113	113	93	40	359
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	107	0	0	0	107
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	183	222	186	75	666

Using the table above, complete the table below with the number of students by current grade level who have 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	173	148	119	97	537

Using current year data, complete the table below with the number of students identified as being "retained.":

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	148	170	94	105	517
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	0	1	0	3

Date this data was collected or last updated

Wednesday 8/17/2022

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	0	435	393	365	355	1548
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	98	112	99	88	397
One or more suspensions	0	0	0	0	0	0	0	0	0	97	72	63	47	279
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	59	77	59	195
Course failure in Math	0	0	0	0	0	0	0	0	0	27	29	81	52	189
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	100	78	71	67	316
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	95	60	112	81	348
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	0	0	0	103	108	123	89	423

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	9	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	3	0	3	10

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	435	393	365	355	1548
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	98	112	99	88	397
One or more suspensions	0	0	0	0	0	0	0	0	0	97	72	63	47	279
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	59	77	59	195
Course failure in Math	0	0	0	0	0	0	0	0	0	27	29	81	52	189
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	100	78	71	67	316
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	95	60	112	81	348
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	103	108	123	89	423

The number of students identified as retainees:

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	43%	45%	51%				51%	57%	56%
ELA Learning Gains	39%						51%	53%	51%
ELA Lowest 25th Percentile	32%						43%	41%	42%
Math Achievement	37%	26%	38%				61%	56%	51%
Math Learning Gains	45%						47%	39%	48%
Math Lowest 25th Percentile	41%						45%	40%	45%
Science Achievement	57%	35%	40%				66%	80%	68%
Social Studies Achievement	67%	38%	48%				78%	79%	73%

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

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
2022					
2019	64%	72%	-8%	67%	-3%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	75%	2%	70%	7%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	60%	70%	-10%	61%	-1%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	57%	0%	57%	0%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	26	33	22	31	45	44	32	68		81	9
BLK	29	36		10			18				
HSP	38	32	24	31	32		50	52		96	38
MUL	43	26		33	38		63			100	67
WHT	44	40	33	39	48	43	59	69		93	45
FRL	39	35	30	34	44	44	55	65		92	42

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	25	33	31	19	20	22	38	41		86	8
BLK	37	56	42	31	27		45			95	5
HSP	61	63		49	33		75	74		93	35
MUL	48	52		41	24		64	88		89	41
WHT	52	49	39	32	19	12	63	67		92	44
FRL	48	47	40	30	19	15	59	64		90	36

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	14	46	52	43	9		35	50		89	6
BLK	21	35		21				43		88	14
HSP	43	53	48	50	43		50	70		93	21
MUL	75	69		42			72	81		100	33
WHT	51	50	41	64	49	52	67	81		93	34
FRL	44	46	43	59	47	41	56	71		93	26

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
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	494
Total Components for the Federal Index	10
Percent Tested	93%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

An overall decrease in student proficiency were trends that emerged both through progress monitoring and Statewide Assessment data across all grade levels, subgroups and core content areas.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA Achievement and Proficiency, both in 9th and 10th grade, showed the greatest need for improvement.

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

One of the largest contributing factors to the need for improvement is the after effect of the global pandemic over the past two school years. The adjustments to attendance and learning environments created learning gaps. Effectively implementing new ELA B.E.S.T. standards and aligned curriculum, in addition to identifying student needs, will address this need. Implementing progress monitoring data throughout the year will assist in guiding instruction and increasing student achievement.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math learning gains and Math lowest quartile showed the most improvement.

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

Our district Math Instructional Coach spent time with the department, supporting our teachers when implementing the Mathematical Thinking and Reasoning standards, and creating vertical alignment. Teachers also created after school tutoring and boot camp opportunities for students to earn achievement scores. The school also purchased and implemented IXL, a supplemental program, to monitor students' progression.

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

Progress monitoring data will be tracked more closely and frequently for the department by the school's Literacy Coach. In addition, we will work with the district ELA/Literacy Program Specialist to ensure that we design professional development to best meet the needs of the students at CHS. The school-based literacy coach will push into classrooms to model effective remediation strategies and ensure progress monitoring measures with fidelity. The literacy coach will also implement modeling cross-curricular literacy strategies in all classrooms through professional development opportunities.

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 continue in Reading, ELA, and Math with the new B.E.S.T. standards. Instructional Focus, department meetings, and collaborative planning groups will be focused on increasing student achievement and proficiency, and driven by data that will be analyzed by departments in quarterly data days. We have developed our master schedule to allow for collaborative planning. It allows for daily collaboration, with the expectation of mandatory one time a week meetings; the weekly meetings allow for continuous improvement, following the cycle of professional learning.

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

Additional services that will be implemented include an after-school tutoring program for ACT/SAT Prep. CHS is seeking funding for this, as well as incentives for student success in remedial programs ($10,000 total). Additionally, our math and ELA departments will work with school coaches/ administrators, district-level TOSAs, and program specialists to design professional development and formative assessments that directly address gaps in standard mastery.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Description: A focus on student engagement through rigorous and relevant standards based instruction means that (1) lessons will 'start from the standard,' (2) the Lesson Focus Question and Closing Task will partially or completely address the standard, (3) instructional delivery will be explicit in ensuring that students can explain the lesson's purpose as it relates to the standard, and (4) content of the lesson will engage students by relating to their lives whenever possible. Impact on Student Learning: An explicit focus on standards-aligned instruction impacts student learning by ensuring that students learn what they are expected to know by the end of each course, as defined by the state and measured by district and state assessments. Rationale: As a result of an increased focused on rigorous and relevant standards aligned instruction, student engagement and achievement will increase.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With a continued focus on rigorous and relevant standards-aligned instruction, we plan to improve student learning within each data component, in which students performed at or below the state average in 2022. Measurable outcomes include: 1. Increase 10th grade ELA Proficiency Scores by 7% (Goal = 52%) 2. Increase Algebra 1 Proficiency by 5% (Goal = 34%) 3. Increase Geometry Proficiency Scores by 5% (Goal=48%) 4. Increase Biology Proficiency Scores by 6% (Goal= 63%) 5. Increase US History Proficiency Scores by 5% (Goal= 72%)
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The area of focus will be monitored with our school walkthrough tool, designed to use when conducting informal observations in classrooms. The tool will gather data reflective percentage of fidelity when looking at instructional practices. Additionally, district assessment data will be reviewed to identify areas for growth.
Person responsible for monitoring outcome:	Mary Leonard (leonardm@citrusschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Evidence-based strategies for strengthening rigorous and relevant standards aligned instruction include: 1. Implementation of standards-aligned digital resources (Savvas Realize textbooks and novels, Progress Learning, Edgenuity, Achieve3000, Actively Learn, and IXL) 2. Continued implementation of Fundamental 5 and WICOR lesson frameworks 3. Collective problem-solving in Collaborative Planning groups through ongoing analysis of diagnostic and formative assessment data
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria**	1. Savvas Realize Textbooks and novels, Progress Learning, Edgenuity, Achieve3000, Actively Learn, and IXL are effective academic programs as indicated by independent studies, evidence-based peer-reviews, product efficacy reports, and national survey data. 2. The Fundamental 5 and WICOR lesson frameworks feature evidence-based strategies, which capture key elements of the '5 Dimensions of Teaching and Learning' instructional rubric. 3. Adult learning principles emphasize self-direction and problem-solving. By

used for selecting this strategy.	centralizing diagnostic and formative assessment data in Collaborative Planning groups, teachers will be able to maintain focus on target standards, while engaging in ongoing collaboration and professional learning through collective problem-solving.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Standards-aligned Digital Resources (Savvas Realize, Progress Learning, Edgenuity, Achieve3000, Actively Learn, and IXL):
1. Site-based and district training during pre-planning and the 2022-2023 school year
2. Continued integration of digital resources in Canvas
3. Ongoing support provided by district Program Specialist, TOSAs, Literacy Coach, mentors, and teacher-leaders

Person Responsible   Mary Leonard (leonardm@citrusschools.org)

Fundamental 5 and WICOR:
1. Professional development for new teachers at the start of the year
2. Feedback via walk-throughs and informal observations
3. Instructional coaching via Literacy Coach, District TOSAs, and Program Specialists.
4. Sharing of lesson strategies featuring elements of frameworks during Collaborative Planning and Instructional Focus meetings
5. Examples of best practices of frameworks through lesson demonstrations and teacher observation
6. Ongoing monitoring of frameworks through lesson plans, walk-throughs, and formal observations

Person Responsible   Kyler Kirby (kirbyk@citrusschools.org)

Usage of Diagnostic and Formative Assessment Data:
1. Staff review of school data
2. Implementation of common diagnostic and formative assessments (district and teacher created)
3. Professional development in collective problem-solving through analysis of student data
4. Quarterly data days to discuss trends in student learning and provide time for teacher collaboration
5. Ongoing monitoring of student performance through data tracking and Collaborative Planning agendas

Person Responsible   Kyler Kirby (kirbyk@citrusschools.org)

#2. Positive Culture and Environment specifically relating to Building relationships among stakeholders.	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Description: Through an intentional focus on Life Skills, students will learn how to strengthen essential social skills, including: 1) self-awareness, 2) self management, 3) social awareness, 4) relationship skills, and 5) responsible decision-making. Impact on Student Learning: In order for students to succeed academically, schools must first create the conditions necessary for learning, which includes nurturing a safe and supportive learning environment. Life Skills learning impacts student learning by addressing students' affective needs that must be address before learning can take place. Rationale: Survey results from the 2021-2022 school year indicate that 44% of students, 66% of parents, and 71% of staff agree that students at CHS respect each other's values, beliefs, and abilities. Furthermore, school discipline data reveals that negative behaviors among students indicate a need for developing essential social skills.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	As a result of a deliberate focus on Life Skills learning, we hope to increase staff survey data in this area by 9% for staff, 36% for students, and 14% for parents.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored by a mid-year survey sent out to all staff and/or students to complete. A mid-year survey will be sent to students to gauge their opinion on school culture. This allows for mid-year adjustments and student input to guide second semester Life Skills lessons.
Person responsible for monitoring outcome:	Kyler Kirby (kirbyk@citrusschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Evidence-based strategies for supporting a Positive Culture and Environment through Life Skills learning will include the implementation of Circles during CAT periods (Canes Achievement Time). Each day, 4th period will be extended an additional 25 minutes to allow for enrichment activities for students, including lessons featuring Circle activities.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	CAT activities will support building the school culture by fostering a safe and nurturing environment for students, thus providing the conditions necessary for learning.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Continue CAT enrichment activities, such a Circle activities and Life Skills lessons, that address the following: self-awareness, self management, social awareness, relationship skills, and responsible decision-making.

Person Responsible   Kyler Kirby (kirbyk@citrusschools.org)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Students with Disabilities and Black/African-American Students: Description: In this area of focus, we will target specialized support for Students with Disabilities (SWD) and African-American students. Impact on Student Learning: This impacts student learning by ensuring that all students receive the instructional support they need to be successful. Rationale: As indicated in our 2022 ESSA data, the Federal Index for each subgroup came in at 39% for SWD and 23% for African-American students - each below the 41% threshold, as identified by the US Department of Education.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	In targeting support for SWD and African-American students, we hope to increase the Federal Index for each subgroup to 50%, resulting in an increase of 11% for SWD and an increase of 27% for African-American students.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	1.Systematic identification of students and data tracking will allow for ongoing instructional adjustments 2. Review of schedules to ensure optimal student placement
Person responsible for monitoring outcome:	Christina Burdick (burdickc@citrusschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Clearly aligned system for identifying students in subgroups and tracking progress 2. Review of schedules to ensure optimal student placement 3. Professional Development in differentiating and scaffolding instruction 4. Professional Development in Culturally Relevant Teaching
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. Systematic identification of students and data tracking will allow for ongoing instructional adjustments 2. Strategic scheduling will allow subgroups to learn in classrooms in which they respond best 3. Professional Development in DI will equip teachers with effective strategies for supporting SWD 4. Professional Development will equip teachers with guiding principles for incorporating culturally relevant content, which will provide students in subgroups with a deeper purpose for learning

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identification of students (provide lists to teachers)
2. Review of schedules to adjust as needed
3. Inclusion of accommodations in lesson plans
4. Ongoing progress-monitoring (diagnostic and formative assessment data)
5. Opportunities for additional instructional support (pull-outs, after school tutoring)

Person Responsible   Mary Leonard (leonardm@citrusschools.org)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Description: A focus on student engagement through rigorous and relevant standards based instruction means that (1) lessons will 'start from the standard', (2) the Lesson Focus Question and Closing Task will partially or completely address the standard, (3) instructional delivery will be explicit in ensuring that students can explain lesson's purpose as it relates to the standard, and (4) content of the lesson will engage students by relating to their lives whenever possible. Impact on Student Learning: An explicit focus on standards-aligned instruction impacts student learning by ensuring that students learn what they are expected to know by the end of each course, as defined by the state and measured by district and state assessments. Rationale: As a result of an increased focused on rigorous and relevant standards aligned instruction student engagement and achievement will increase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With a continued focus on rigorous and relevant standards-aligned instruction, we plan to improve student learning within ELA data components in which students performed at or below the district and/or state average in 2022. Measurable outcomes include: 1. Increase 10th grade ELA Proficiency Scores by 7% (Goal = 52%)
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored with our school walkthrough tool, designed to use when conducting informal observations in classrooms. The tool will gather data reflective percentage of fidelity when looking at instructional practices. Additionally, school and district assessment data will be reviewed to identify areas for growth.
Person responsible for monitoring outcome:	Kyler Kirby (kirbyk@citrusschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Evidence-based strategies for strengthening rigorous and relevant standards aligned instruction include: 1. Implementation of standards-aligned digital resources (Savvas Realize textbooks and novels, Progress Monitoring, Edgenuity, Achieve3000, and Actively Learn) 2. Implementation and continued Professional Development in new B.E.S.T. Standards 3. Continued implementation of Fundamental 5 and WICOR lesson frameworks 4. Collective problem-solving in Collaborative Planning groups through ongoing analysis of diagnostic and formative assessment data
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	1. Savvas Realize Textbooks and novels, Progress Learning, Edgenuity, Achieve3000, and Actively Learn are effective academic programs as indicated by independent studies, evidence-based peer-reviews, product efficacy reports, and national survey data. 2. The Fundamental 5 and WICOR lesson frameworks feature evidence-based strategies, which capture key elements of the '5 Dimensions of Teaching and

Describe the resources/criteria used for selecting this strategy.

Learning' instructional rubric.

3. Adult learning principles emphasize self-direction and problem-solving. By centralizing diagnostic and formative assessment data in Collaborative Planning groups, teachers will be able to maintain focus on target standards, while engaging in ongoing collaboration and professional learning through collective problem-solving.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Standards-aligned Digital Resources (Savvas Realize, Progress Learning, Edgenuity, Achieve3000, and Actively Learn):
1. Site-based and district training during pre-planning and the 2022-23 school year
2. Continued Integration of digital resources in Canvas
3. Strategic goal setting with the CHS Literacy Team
4. Ongoing support provided by district Program Specialist, TOSAs, Literacy Coach, mentors, and teacher-leaders

Person Responsible Kyler Kirby (kirbyk@citrusschools.org)

Fundamental 5 and WICOR:
1. Professional Development for new teachers at the start of the year
2. Feedback via walk-throughs and informal observations
3. Instructional coaching via Literacy Coach, District TOSAs and Program Specialists
4. Sharing of lesson strategies featuring elements of frameworks during Collaborative Planning and Instructional Focus meetings
5. Examples of best practices of frameworks through lesson demonstrations and teacher observation
6. Ongoing monitoring of frameworks through lesson plans, walk-throughs, and formal observations

Person Responsible Kyler Kirby (kirbyk@citrusschools.org)

Usage of Diagnostic and Formative Assessment Data:
1. Staff review of school data
2. Implementation of common diagnostic and formative assessments (district and teacher created)
3. Professional Development in collective problem-solving through analysis of student data
4. Quarterly data days to discuss trends in student learning and provide time for teacher collaboration
5. Ongoing monitoring of student performance through data tracking and Collaborative Planning agendas

Person Responsible Kyler Kirby (kirbyk@citrusschools.org)

#5. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Description: A focus on student engagement through rigorous and relevant standards based instruction means that (1) lessons will 'start from the standard', (2) the Lesson Focus Question and Closing Task will partially or completely address the standard, (3) instructional delivery will be explicit in ensuring that students can explain lesson's purpose as it relates to the standard, and (4) content of the lesson will engage students by relating to their lives whenever possible. Impact on Student Learning: An explicit focus on standards-aligned instruction impacts student learning by ensuring that students learn what they are expected to know by the end of each course, as defined by the state and measured by district and state assessments. Rationale: As a result of an increased focused on rigorous and relevant standards aligned instruction, student engagement and achievement will increase.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With a continued focus on rigorous and relevant standards-aligned instruction, we plan to improve student learning within Math data components in which students performed at or below the district and/or state average in 2022. Measurable outcomes include: 1. Increase Algebra 1 Proficiency Scores by 5% (Goal = 34%) 2. Increase Geometry Proficiency Scores by 5% (Goal = 48%)
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The area of focus will be monitored with our school walkthrough tool, designed to use when conducting informal observations in classrooms. The tool will gather data reflective percentage of fidelity when looking at instructional practices. Additionally, school and district assessment data will be reviewed to identify areas for growth.
Person responsible for monitoring outcome:	Jason Cates (catesj@citrusschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Evidence-based strategies for strengthening rigorous and relevant standards aligned instruction include: 1. Implementation of standards-aligned digital resources (Savaas textbook, Edgenuity, Desmos, Progress Monitoring, and IXL) 2. Implementation and continued Professional Development in new B.E.S.T. Standards 3. Continued implementation of Fundamental 5 and WICOR lesson frameworks 4. Collective problem-solving in Collaborative Planning groups through ongoing analysis of diagnostic and formative assessment data
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the**	1. Savaas textbook, Edgenuity, Desmos, Progress Monitoring, and IXL are effective academic programs as indicated by independent studies, evidence-based peer-reviews, product efficacy reports, and national survey data. 2. The Fundamental 5 and WICOR lesson frameworks feature evidence-based strategies, which capture key elements of the '5 Dimensions of Teaching and Learning' instructional rubric. 3. Adult learning principles emphasize self-direction and problem-solving. By

resources/criteria used for selecting this strategy.

centralizing diagnostic and formative assessment data in Collaborative Planning groups, teachers will be able to maintain focus on target standards, while engaging in ongoing collaboration and professional learning through collective problem-solving.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Standards-aligned Digital Resources (Savaas textbook, Edgenuity, Desmos, Progress Monitoring, and IXL):
1. Site-based and district training during pre-planning and the 2022-23 school year
2. Continued Integration of digital resources in Canvas
3. Ongoing support provided by district Program Specialist, TOSAs, Math Coach, mentors, and teacher-leaders

Person Responsible   Jason Cates (catesj@citrusschools.org)

Fundamental 5 and WICOR:
1. Professional Development for new teachers at the start of the year
2. Feedback via walk-throughs and informal observations
3. Instructional coaching via Math Coach, District TOSAs and Program Specialists.
4. Sharing of lesson strategies featuring elements of frameworks during Collaborative Planning groups and Instructional Focus meetings
5. Examples of best practices of frameworks through lesson demonstrations and teacher observation
6. Ongoing monitoring of frameworks through lesson plans, walk-throughs, and formal observations

Person Responsible   Jason Cates (catesj@citrusschools.org)

Usage of Diagnostic and Formative Assessment Data:
1. Staff review of school data
2. Implementation of common diagnostic and formative assessments (district and teacher created)
3. Professional Development in collective problem-solving through analysis of student data
4. Quarterly data days to discuss trends in student learning and provide time for teacher collaboration
5. Ongoing monitoring of student performance through data tracking and Collaborative Planning agendas

Person Responsible   Jason Cates (catesj@citrusschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

The school addresses building a positive school culture and environment by putting strategies in place for building a positive school culture and environment including all stakeholders, include the following:

Parent involvement
-SAC Committee
-Let's Talk Citrus
-Remind App

Celebrating Success
-Industry Certifications
-College Credits
-Preparation for Professional Field
-Exemplar Hurricane Awards
-Principal's Awards
-Parachute Pins
-Student of the Month
-Teacher of the Month
-School Spirit Club
-Hope Ambassadors
-Positive Referral Celebrations
-Where Are We Now, College Map

Development of Essential Life Skills
-Life Lessons embedded within CHS CAT period
-STAR homeroom program with mentors through homeroom
-LINK Involvement
-Unity Club
-Mentors (Peer, Community, School Staff)

School Norms
-School Vision and Mission Statements
-School-wide expectations

Modeling of Positive Behavior as Adults
-Greeting Students in Hallways
-Optional Book Studies
-Mentoring Peers and Students through Homeroom

Opportunities for Ongoing Student Feedback
-School Suggestion Box
-Let's Talk
-Apps to Submit Concerns
-Principal/Leadership Advisory Committee

Small Groups
-Choose Happy
-Small group of students identified from IEP counseling list, who are invited to participate in a
weekly small group during 6th period led by School Social Worker and Psychologist. The group focuses on
the 'Positive Psychology Interventions in Schools' curriculum, and rotates students every quarter.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

Staff members will:
- Assign positive referrals for students through Skyward. The positive referrals, and a reward of the student's
choice, are then presented to the students during class on Fridays. Administration and the student services department present the referrals.
-Identify a Student of the Week and displays the award outside each classroom.
-Nominate one student per grade level to receive the CHS Student of the Month award that's presented by the Hope Ambassadors Club.
-Nominate one male and one female senior for the Rotary Student of the Month award.
-Nominate one student to receive the Rotary Upward Bound award.
-Nominate senior students for the CHS Hall of Fame.
-Participate in class Circle activities during CHS CAT time.
-Nominate students for the Hurricane Exemplar Award.
-Provide feedback through the district surveys.
-Recognize student achievements through social media.

Students will:
-Recognize a staff member who has had an impact on the student's life; staff is recognized during a senior sporting or academic event.
-Assign positive referrals for both students and staff members through a Google Form that's available on every student and staff iPad.
-Nominate a staff member for our CHS Staff Member of the Month award.
-Participate in class Circle activities during CHS CAT time.
-Participate in clubs, sports, and activities to promote a positive culture.
-Provide feedback through the district surveys.

Parents will:
-Participate in the school's SAC committee.
-Volunteer time at fundraising events.
-Donate supplies to school organizations that request assistance.
-Volunteer at after-school activities.
-Provide feedback through the district surveys.
-Recognize student achievements through social media.
-Conference with school administrators, guidance counselors, teachers, and other school personnel.
-Set a good example of positive spectatorship per the district code of conduct.

Community members will:
-Participate in the school's SAC committee.
-Volunteer time at fundraising events.
-Donate supplies to school organizations that request assistance.
-Recognize students' efforts and achievements at local community events, local club meetings, and while on scholarship committees.
-Mentor students in the school.
-Recognize student achievements through social media.