

Citrus County Schools

Crystal River High School



2022-23 Schoolwide Improvement Plan

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Crystal River High School

3195 CRYSTAL RIVER HIGH DR, Crystal River, FL 34428

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

Demographics

Principal: Phillip Mcleod

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
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* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (43%) 2018-19: B (55%) 2017-18: B (56%)
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.

Purpose and Outline of the SIP

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

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

School Demographics

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 PK, 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	21%

School Grades History

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

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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
McLeod, Phillip	Principal	<p>PRINCIPAL, HIGH SCHOOL</p> <p>QUALIFICATIONS:</p> <p>(1) Master’s Degree in education or related field.</p> <p>(2) Certified and/or eligibility in administration and supervision, educational leadership, or School Principal in the State of Florida.</p> <p>(3) Minimum of five (5) years successful educational experience, including administrative experience or significant leadership roles.</p> <p>KNOWLEDGE, SKILLS AND ABILITIES:</p> <p>Ability to prepare and manage the school’s budget and allocated resources.</p> <p>Ability to read, interpret and enforce the State Board Rules, Code of Ethics, School Board Policies, and appropriate state and federal statutes. Ability to use effective interview techniques, coaching procedures, and evaluation procedures.</p> <p>Ability to enforce collective bargaining agreements. Ability to use effective public speaking skills, group dynamics and interaction skills, and problem-solving skills. Skills in personnel management and supervision techniques. Ability to communicate effectively orally and in writing. Ability to analyze and use data.</p> <p>Knowledge of current educational trends in curriculum and research.</p> <p>Knowledge and understanding of the unique needs and characteristics of high school students.</p> <p>REPORTS TO: Superintendent and Assistant Superintendent of School Operations</p> <p>SUPERVISES: Administrative, Instructional, Support, and Service Personnel at the assigned school.</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <p>(1) Provide leadership in the continuous improvement of the total educational program in the school. *</p> <p>(2) Manage and administer the overall instructional program of the school. *</p> <p>(3) Manage and administer the overall activities of assessing and developing the instructional program of the school. *</p> <p>(4) Provide leadership and facilitate the accreditation program at the school. *</p> <p>(5) Involve others in the decision-making process and encourage teamwork, collaboration and partnerships. *</p> <p>(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. *</p> <p>(7) Participate, as requested, in District-wide curriculum development and assume responsibility for the implementation of such programs when approved. *</p> <p>(8) Participate, as requested, in the evaluation, selection and adoption of</p>

Name	Position Title	Job Duties and Responsibilities
		<p>textbooks and other instructional materials.</p> <p>(9) Participate, as requested, in the development of the District's student assessment program. Manage and administer the testing program for the school. *</p> <p>(10) Provide leadership, facilitate and oversee the wise use of personnel resources within the school. *</p> <p>(11) Serve as the liaison between the school and District-wide services available to assist the school in its mission.</p> <p>(12) Manage the implementation and administration of negotiated employee contracts at the school level. *</p> <p>(13) Provide leadership and facilitate the development of long- and short-range instructional and facility needs. *</p> <p>(14) Manage and administer plant safety and facility inspections, including supervision of buildings and grounds. *</p> <p>(15) Manage and administer maintenance services for the school in such a manner that ensures maximum life and use of the facility. *</p> <p>(16) Provide leadership for student discipline and implement disciplinary procedures and policies that ensure a safe and orderly environment. *</p> <p>(17) Facilitate, manage and supervise financial planning for the school, including the preparation of the school's budget. *</p> <p>JOB GOAL</p> <p>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.</p> <p>ADMINISTRATIVE</p> <p>Page 2 of 3</p> <p>PRINCIPAL, HIGH SCHOOL (Continued):</p> <p>PERFORMANCE RESPONSIBILITIES (Continued):</p> <p>(18) Manage and supervise the wise use of financial resources for the school. *</p> <p>(19) Manage and administer purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. *</p> <p>(20) Oversee financial accounting to ensure judicious management of all school funds. *</p> <p>(21) Manage and supervise the preparation of financial reports for the school. *</p> <p>(22) Manage and supervise student accounting and attendance procedures at the school. *</p> <p>(23) Coordinates with the Food Service Director to oversee and supervise the school food service program. *</p> <p>(24) Serve as a liaison between the school and community and provide leadership for positive school /</p>

Name	Position Title	Job Duties and Responsibilities
		<p>community relations. *</p> <p>(25) Serve as the liaison between the school and business community and provide leadership for the development of partnerships to benefit the school. *</p> <p>(26) Keep well informed about current trends in education. *</p> <p>(27) Keep well informed of policy, procedures, instructional programs, potential problems and the resolution of existing problems. *</p> <p>(28) Keep staff informed of policy, procedures, instructional programs, potential problems and the resolution of existing problems. *</p> <p>(29) Keep Superintendent and appropriate District staff informed of problems and events of unusual nature. *</p> <p>(30) Oversee and maintain accountability for property inventory records and security of school property. *</p> <p>(31) Oversee the development of a master schedule for teachers. *</p> <p>(32) Provide leadership for and coordinate the supervision of extracurricular activities / events / programs. *</p> <p>(33) Approve all school-sponsored activities and maintain a calendar for all school events. *</p> <p>(34) Provide for the articulation of the school's instructional program and services among school personnel. *</p> <p>(35) Provide leadership for the school improvement and accountability process. *</p> <p>(36) Provide leadership for the development and maintenance of an environment that is conducive to teaching and learning. *</p> <p>(37) Assume all duties and responsibilities in Florida statutes. *</p> <p>(38) Provide leadership to ensure that appropriate staff development activities are available to meet staff needs in carrying out the school improvement plan. *</p> <p>(39) Supervise and coach assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. *</p> <p>(40) Coordinates with the Executive Director of Support Services to supervise and coordinate and oversee transportation services at the school. *</p> <p>(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. *</p> <p>(42) Implement School Board policy, State statutes and federal regulations as they pertain to the school. *</p> <p>(43) Establish the job assignments for all school-site administrators and assess the school-site administrator's performance. *</p> <p>(44) Manage and supervise the school's athletic and student activity programs, including the selection of club sponsors and coaches. *</p> <p>(45) Maintain visibility and accessibility on the school campus. *</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(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.</p> <p>(47) Assign and supervise school personnel to special projects for the enhancement of the school.</p> <p>(48) Attend school-related activities and events. *</p> <p>(49) Participate in leadership development activities.</p> <p>(50) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>(51) Perform other incidental tasks consistent with the goals and objectives of this position.</p> <p>PHYSICAL REQUIREMENTS: Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.</p> <p>TERMS OF EMPLOYMENT: Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.</p> <p>ADMINISTRATIVE Page 3 of 3 PRINCIPAL, HIGH SCHOOL (Continued):</p> <p>EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.</p>
Lancaster, Brian	Assistant Principal	<p>ASSISTANT PRINCIPAL QUALIFICATIONS: (1) Master's Degree or higher. (2) Certification in educational leadership or equivalent. (3) Minimum of three (3) years successful teaching experience.</p> <p>KNOWLEDGE, SKILLS AND ABILITIES: Ability to interpret and enforce State Board rules and School Board policies. Knowledge of collective bargaining agreements. Ability to use effective public relations skills. Ability to analyze data. Ability to use effective interview techniques, effective public speaking skills, and problem-solving skills. Ability to provide instructional leadership based on current educational trends and research. Knowledge of group and cultural dynamics. Demonstrated effective written and oral communication skills. Skills in personnel management, interaction, supervision techniques, coaching and evaluation procedures, and conflict resolution.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>REPORTS TO: School Principal</p> <p>SUPERVISES: Instructional, Support, and Service Personnel as assigned by the Principal</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <p>(1) Provide assistance and feedback to school personnel. *</p> <p>(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. *</p> <p>(3) Develop the master teaching schedule and assign teachers according to identified needs. *</p> <p>(4) Utilize current educational trends in the planning and preparation of the school instructional program. *</p> <p>(5) Interpret and enforce School Board policy, state statutes and federal regulations. *</p> <p>(6) Implement the accreditation program for the assigned school. *</p> <p>(7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. *</p> <p>(8) Manage and administer the testing program for the school. *</p> <p>(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. *</p> <p>(10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. *</p> <p>(11) Provide leadership in the event of school crisis and/or civil disobedience. *</p> <p>(12) Provide leadership in the school improvement process. *</p> <p>(13) Administer and develop teacher duty rosters for the school. *</p> <p>(14) Provide supervision while maintaining visibility about the campus and classroom. *</p> <p>(15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. *</p> <p>(16) Interpret and enforce the District's Code for Student Conduct. *</p> <p>(17) Supervise all facets of the registration process. *</p> <p>(18) Coordinate the production of pre-planning materials. *</p> <p>(19) Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. *</p> <p>(20) Comply with provisions of collective bargaining agreements. *</p> <p>(21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. *</p> <p>(22) Develop and maintain positive school/community relations and act as a liaison between school and community. *</p> <p>JOB GOAL</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p> <p>ADMINISTRATIVE</p> <p>Page 2 of 2</p> <p>ASSISTANT PRINCIPAL (Continued):</p> <p>PERFORMANCE RESPONSIBILITIES (Continued):</p> <p>(23) Coordinate the school food service program as it relates to the special needs of the school. *</p> <p>(24) Maintain adequate property inventory records, key control and security of school property. *</p> <p>(25) Participate in the development of long-range facility needs at the assigned school. *</p> <p>(26) Coordinate plant safety and facility inspection at the school. *</p> <p>(27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. *</p> <p>(28) Coordinate the transportation services at the assigned school. *</p> <p>(29) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. *</p> <p>(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. *</p> <p>(31) Supervise the function of student accounting at the school, as it pertains to funding and attendance. *</p> <p>(32) Manage and administer the attendance policy and procedures. *</p> <p>(33) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. *</p> <p>(34) Coordinate data processing activities as assigned. *</p> <p>(35) Provide leadership for, and supervision of, extracurricular activity programs. *</p> <p>(36) Participate in the administration of the school's athletic program. *</p> <p>(37) Assist in managing and supervising the student activity programs, including the selection of club sponsors. *</p> <p>(38) Approve school-sponsored activities and maintain a calendar of all school events. *</p> <p>(39) Assume responsibility of the school when the Principal is absent from the building. *</p> <p>(40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.*</p> <p>(41) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>(42) Perform other incidental tasks consistent with the goals and objectives of</p>

Name	Position Title	Job Duties and Responsibilities
		<p>this position.</p> <p>PHYSICAL REQUIREMENTS: Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.</p> <p>TERMS OF EMPLOYMENT: Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.</p> <p>EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's Policy on evaluation of personnel.</p>
<p>Branch, Mary</p>	<p>Assistant Principal</p>	<p>ASSISTANT PRINCIPAL</p> <p>QUALIFICATIONS:</p> <ol style="list-style-type: none"> (1) Master's Degree or higher. (2) Certification in educational leadership or equivalent. (3) Minimum of three (3) years successful teaching experience. <p>KNOWLEDGE, SKILLS AND ABILITIES: Ability to interpret and enforce State Board rules and School Board policies. Knowledge of collective bargaining agreements. Ability to use effective public relations skills. Ability to analyze data. Ability to use effective interview techniques, effective public speaking skills, and problem-solving skills. Ability to provide instructional leadership based on current educational trends and research. Knowledge of group and cultural dynamics. Demonstrated effective written and oral communication skills. Skills in personnel management, interaction, supervision techniques, coaching and evaluation procedures, and conflict resolution.</p> <p>REPORTS TO: School Principal</p> <p>SUPERVISES: Instructional, Support, and Service Personnel as assigned by the Principal</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <ol style="list-style-type: none"> (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. *

Name	Position Title	Job Duties and Responsibilities
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- (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.
- ADMINISTRATIVE**
- Page 2 of 2
- ASSISTANT PRINCIPAL (Continued):
 PERFORMANCE RESPONSIBILITIES (Continued):
- (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. *

Name	Position Title	Job Duties and Responsibilities
		<p>(27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. *</p> <p>(28) Coordinate the transportation services at the assigned school. *</p> <p>(29) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. *</p> <p>(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. *</p> <p>(31) Supervise the function of student accounting at the school, as it pertains to funding and attendance. *</p> <p>(32) Manage and administer the attendance policy and procedures. *</p> <p>(33) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. *</p> <p>(34) Coordinate data processing activities as assigned. *</p> <p>(35) Provide leadership for, and supervision of, extracurricular activity programs. *</p> <p>(36) Participate in the administration of the school's athletic program. *</p> <p>(37) Assist in managing and supervising the student activity programs, including the selection of club sponsors. *</p> <p>(38) Approve school-sponsored activities and maintain a calendar of all school events. *</p> <p>(39) Assume responsibility of the school when the Principal is absent from the building. *</p> <p>(40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.*</p> <p>(41) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>(42) Perform other incidental tasks consistent with the goals and objectives of this position.</p> <p>PHYSICAL REQUIREMENTS: Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.</p> <p>TERMS OF EMPLOYMENT: Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.</p> <p>EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's Policy on evaluation of personnel.</p>

Name	Position Title	Job Duties and Responsibilities
Einspahr, Michael	Assistant Principal	<p>ASSISTANT PRINCIPAL</p> <p>QUALIFICATIONS:</p> <ol style="list-style-type: none"> (1) Master's Degree or higher. (2) Certification in educational leadership or equivalent. (3) Minimum of three (3) years successful teaching experience. <p>KNOWLEDGE, SKILLS AND ABILITIES:</p> <p>Ability to interpret and enforce State Board rules and School Board policies. Knowledge of collective bargaining agreements. Ability to use effective public relations skills. Ability to analyze data. Ability to use effective interview techniques, effective public speaking skills, and problem-solving skills. Ability to provide instructional leadership based on current educational trends and research. Knowledge of group and cultural dynamics. Demonstrated effective written and oral communication skills. Skills in personnel management, interaction, supervision techniques, coaching and evaluation procedures, and conflict resolution.</p> <p>REPORTS TO: School Principal</p> <p>SUPERVISES: Instructional, Support, and Service Personnel as assigned by the Principal</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <ol style="list-style-type: none"> (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. *

Name	Position Title	Job Duties and Responsibilities
		<p>(13) Administer and develop teacher duty rosters for the school. *</p> <p>(14) Provide supervision while maintaining visibility about the campus and classroom. *</p> <p>(15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. *</p> <p>(16) Interpret and enforce the District's Code for Student Conduct. *</p> <p>(17) Supervise all facets of the registration process. *</p> <p>(18) Coordinate the production of pre-planning materials. *</p> <p>(19) Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. *</p> <p>(20) Comply with provisions of collective bargaining agreements. *</p> <p>(21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. *</p> <p>(22) Develop and maintain positive school/community relations and act as a liaison between school and community. *</p> <p>JOB GOAL</p> <p>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.</p> <p>ADMINISTRATIVE</p> <p>Page 2 of 2</p> <p>ASSISTANT PRINCIPAL (Continued):</p> <p>PERFORMANCE RESPONSIBILITIES (Continued):</p> <p>(23) Coordinate the school food service program as it relates to the special needs of the school. *</p> <p>(24) Maintain adequate property inventory records, key control and security of school property. *</p> <p>(25) Participate in the development of long-range facility needs at the assigned school. *</p> <p>(26) Coordinate plant safety and facility inspection at the school. *</p> <p>(27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. *</p> <p>(28) Coordinate the transportation services at the assigned school. *</p> <p>(29) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. *</p> <p>(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. *</p> <p>(31) Supervise the function of student accounting at the school, as it pertains to funding and attendance. *</p> <p>(32) Manage and administer the attendance policy and procedures. *</p> <p>(33) Communicate, through the Principal, to appropriate District staff, information relating to various problems</p>

Name	Position Title	Job Duties and Responsibilities
		<p>or events of unusual nature. *</p> <p>(34) Coordinate data processing activities as assigned. *</p> <p>(35) Provide leadership for, and supervision of, extracurricular activity programs. *</p> <p>(36) Participate in the administration of the school's athletic program. *</p> <p>(37) Assist in managing and supervising the student activity programs, including the selection of club sponsors. *</p> <p>(38) Approve school-sponsored activities and maintain a calendar of all school events. *</p> <p>(39) Assume responsibility of the school when the Principal is absent from the building. *</p> <p>(40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.*</p> <p>(41) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>(42) Perform other incidental tasks consistent with the goals and objectives of this position.</p> <p>PHYSICAL REQUIREMENTS: Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.</p> <p>TERMS OF EMPLOYMENT: Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.</p> <p>EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's Policy on evaluation of personnel.</p>

Demographic Information

Principal start date

Thursday 7/1/2021, Phillip Mcleod

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.*

7

Total number of teacher positions allocated to the school

65

Total number of students enrolled at the school

1,269

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

12

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

14

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	0	356	312	343	260	1271
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	140	83	112	98	433
One or more suspensions	0	0	0	0	0	0	0	0	0	0	104	119	126	85	434
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	44	40	57	35	176
Course failure in Math	0	0	0	0	0	0	0	0	0	0	27	57	73	35	192
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	42	62	66	26	196
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	28	0	0	0	28
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	42	62	66	26	196

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	0	42	17	11	8	78
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1

Date this data was collected or last updated

Wednesday 8/24/2022

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	0	330	330	277	275	1212
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	61	89	64	63	277
One or more suspensions	0	0	0	0	0	0	0	0	0	0	63	77	53	32	225
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	71	44	43	158
Course failure in Math	0	0	0	0	0	0	0	0	0	0	8	57	76	54	195
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	65	83	70	42	260
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	68	39	90	39	236
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	57	110	96	69	332

The number of students identified as retainees:

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

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	330	330	277	275	1212
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	61	89	64	63	277
One or more suspensions	0	0	0	0	0	0	0	0	0	63	77	53	32	225
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	71	44	43	158
Course failure in Math	0	0	0	0	0	0	0	0	0	8	57	76	54	195
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	65	83	70	42	260
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	68	39	90	39	236
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

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

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	39%	45%	51%				51%	57%	56%
ELA Learning Gains	36%						47%	53%	51%
ELA Lowest 25th Percentile	23%						35%	41%	42%
Math Achievement	29%	26%	38%				56%	56%	51%
Math Learning Gains	36%						45%	39%	48%
Math Lowest 25th Percentile	33%						36%	40%	45%
Science Achievement	51%	35%	40%				72%	80%	68%
Social Studies Achievement	56%	38%	48%				71%	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	71%	72%	-1%	67%	4%

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	72%	75%	-3%	70%	2%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	46%	70%	-24%	61%	-15%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	57%	2%	57%	2%

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	19	35	24	17	28		34	16		70	13
BLK	18	26		10			20	27		93	36
HSP	33	36	29	33	45		30	53		88	35
MUL	22	20		16			40			85	27
WHT	41	38	22	31	36	36	55	59		86	43
FRL	33	34	26	23	31	30	44	52		84	36
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	14	27	23	34	32	12	28	23		79	9
BLK	35	41	27	14	24		44	40		83	30
HSP	40	42	36	35	27		50	68		95	42
MUL	33	41		20	10		40			82	
WHT	46	44	39	33	19	12	58	67		90	43
FRL	35	37	35	24	16	9	46	55		87	33
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	48	36	24	38	33	46	34		73	
BLK	41	36		33	39		50	50		95	22
HSP	49	38		54	25		76	75		77	41
MUL	39	50	50	42	55		63			100	45
WHT	52	48	36	58	46	40	73	73		90	45
FRL	45	43	31	55	45	38	67	66		83	34

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	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	432
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	45
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Data trends across grade levels in core content areas:

- *ELA achievement results indicated an overall decrease from 44% to 39%.
- *ELA learning gains indicated an overall decrease from 43% to 36%.
- *ELA learning gains of the lowest 25% indicated an overall decrease from 38% to 23%.
- *Math achievement results indicated an overall decrease from 31% to 29%
- *Math learning gains increased from 20% to 36%.
- *Math learning gains of the lowest quartile increased from 11% to 33%.
- *Science achievement decreased from 55% to 51%.
- *Social Studies achievement decreased from 66% to 56%.

Subgroups trend data showed:

*Black students performed below 40% of the federal index at 33%, multiracial students performed at 35%, students with disabilities performed at 28%, and economically disadvantaged at 39%.

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

Greatest areas of Improvement based on progress monitoring:

1. 2021-22 USA Test Prep Diagnostic for 9th and 10th grade showed 35% of students scored a 70% or higher on the BOY assessment, 36% MOY, and 46% EOY. This was below the district average in each diagnostic assessment. Achieve 3000 data showed an overall Lexile growth of 13, the district average was 19.
2. 2021-2022 USA Test Prep showed showed that 47% of students scored correct answers compared to

the district average of 44% for high schools. Geometry showed 54% correct answers compared to the the high school district average of 51%.

Greatest need of Improvement based on 2022 state assessments in core content areas:

1. Overall, 2021 vs 2022 ELA achievement fell from 44% to 39% which receives a grade of D. ELA learning gains fell from 43% to 36%. ELA learning gains of the lowest 25% fell from 38% to 23%.
2. Math achievement fell from 31% to 29%.
3. Science achievement fell from 55% to 51%.
4. Social studies achievement fell from 66% to 56%.

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

Contributing factors for needs of Improvement:

1. attendance
2. home environment
3. students in poverty
4. need for more adjustments in teaching based on formative assessment data
5. gaps created from loss of instruction during "COVID"

Actions to address need for improvement:

1. increase in engagement will increase attendance
2. Building positive relationships with students, parents and community
3. mentoring programs
4. monitor frequency of formative assessment and adjustments in instruction
5. After school tutoring, push in remediation, block of intensive math intervention

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

Progress monitoring showing the greatest improvement:

1. 2021-2022 USA Test Prep Diagnostic showed that 11th and 12th grade ELA students increased 10% from BOY 20-21 to the EOY 21-22 from 62% to 72%. This was the highest increase among high schools in the district.
2. 2021-2022 USA Test Prep Diagnostic showed an increase of BOY to EOY in Algebra and Geometry to 47% average correct which was the highest in the district.

2022 state assessments showing the most improvement:

1. Mathematics showed an increase in learning gains from 20% to 36% from 2021 to 2022.
2. Math also showed an increase in learning gains from the bottom quartile from 11% to 33% from 2021 to 2022.

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

Contributing factors and actions to improvement:

1. After school tutoring allowed students extra time to fill gaps in their learning.
2. USA Test Prep for formative assessment and adjusting instruction
3. Resource room for ESE students

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

Strategies to accelerate learning:

1. Level 1 students will have Algebra 1 blocked with Algebra 1A. This will enable small group instruction and extra time to fill gaps.
2. Progress Learning in ELA will provide formative data to differentiate instruction and increase learning gains.

3. Achieve 3000 will continue to be used to improve the Lexile level of our students.
4. Mentoring at-risk students and tracking their progress.

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 Opportunities:

1. Using technology as a tool, not a teacher
2. Teaching students to collaborate effectively
3. Student collaboration
4. Effective grading practices
5. Literacy Team
6. Student Engagement
7. Common planning among grade levels
8. Learning walks
9. BEST Standards Training
10. CANVAS Training

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

Additional services to sustain improvement:

- *All at-risk Seniors will receive an invitation to attend after-school tutoring
- *Administration will meet with Guidance Counselors to coordinate "School-hour tutoring" for identified at-risk Seniors (Callaway)
- *Coordinate ACT/SAT Test Preparations for all at-risk Seniors not meeting testing requirements
- *At-risk Seniors will be invited to participate in the school-day SAT at a discounted cost
- *At-risk Seniors, not meeting test requirements, will be scheduled for participation in ACT, FSA ELA and Algebra 1 as appropriate
- *At-risk Seniors will meet with their teacher-mentors once weekly beginning March 1. They will complete a "graduation review" with their mentor each time they meet
- *Track attendance for all At-risk Seniors

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 ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Following the Covid Slide, new Virtual Instruction, and attendance concerns during the 2021-22 school year, the number of course failures increased from past school years.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students in ELA classes will show a 70% growth from the Beginning of Year (BOY) Progress Learning formative assessment to the End of Year (EOY).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

1. Data will be collected by the ELA department to monitor student progress.
2. Progress is measured by the leadership team through the analyzing state assessment data, end of course grades, discipline data, and attendance data.
3. The leadership team works with the guidance department to progress monitoring Seniors utilizing a database including academic, attendance and special needs data.
4. Additionally, the ELA Department meets monthly and is led by the Literacy Coach. Together they analyze data specifically related to our Intensive Reading students (Achieve 3000), Florida’s APM Monitoring, as well as classroom performance data.
5. The team utilizes this data to drive instructional decisions related to remediation needs.

Person responsible for monitoring outcome:

Brian Lancaster (lancasterb@citruschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

- The use of the Fundamental Five teaching strategies in all classrooms:
1. Frame the Lesson
 2. Power Zone
 3. Writing Critically
 4. Purposeful student to student talk
 5. Positive Reinforcement

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

These strategies will increase student performance and offer extra time to close gaps among our ELA students.

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. Develop a professional learning community schedule focused on best practices for academic achievement.
2. Develop a live data tool for each grade level containing a variety of pertinent information in order to facilitate discussions around individual student success and challenges.
3. Provide opportunity for staff collaboration to encourage increased student engagement and best instructional practices.
4. Provide after school tutoring opportunities for students.

5. Provide training in best practices for use of formative assessment and monitor usage of formative assessment across classrooms.
6. Utilize the Edgenuity platform to offer credit recovery opportunities.
7. Provide ACT/SAT Prep
8. Reading intervention and use of Achieve 3000 to progress monitor and increase lexile growth.

Person Responsible

Brian Lancaster (lancasterb@citruschools.org)

#2. 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.

An overall increase in student achievement in math. Crystal River High School has performed below state and district levels in Algebra 1 and Geometry.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

85% of students will receive a grade of "C" or better in math classes.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress is measured by the leadership team through the analyzing state assessment data, end of course grades, and attendance data.

The leadership team works with the guidance department to progress monitoring Seniors utilizing a database including academic, attendance and special needs data.

Person responsible for monitoring outcome:

Mary Branch (branchm@citruschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The use of the Fundamental Five teaching strategies in all classrooms:

1. Frame the Lesson
2. Power Zone
3. Writing Critically
4. Purposeful student to student talk
5. Positive Reinforcement

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Continue to improve upon the current PLC Goals (Improving instructional practices) by increasing administrative visibility and feedback as well as providing time for teachers to collaborate.

2. Assign an administrator to work directly with a graduation cohort in an effort to be well informed about student attendance, behavior, socialization and academic needs.

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. After school tutoring
2. Before school tutoring : The Early Thirty
3. Athletic tutoring
4. Senior mentors
5. Leadership Meetings: Weekly focus on At-risk Seniors
6. Credit Recovery opportunities
7. Monthly PLC: Focus on improving instructional practices to increase student success
8. Senior Credit Checks
9. Counselors will meet 1:1 with at-risk Seniors beginning January 30, 2023
10. Counselors will contact parents to ensure they are apprised of their child's current graduation standing
11. Coordinate efforts to conduct home visits for all students identified as almost ready to graduate

Person Responsible

Mary Branch (branchm@citruschools.org)

#3. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus
Description and Rationale: An area of focus at Crystal River High School is improving student achievement of students who are economically disadvantaged. CRHS has a rate of 66.4% of students reported as economically-disadvantaged. This number could be higher than what is reported, as status can change and not everyone may report. Research shows that economically-disadvantaged students correlate with Early Warning System data. Based on 2021-22 Early Warning System data (16% of total enrollment) had 2 or more at risk indicators.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: Economically-disadvantaged students will show a 20% increase in performance based on the federal index.
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
 1. Progress is measured by the leadership team through the analyzing state assessment data, end of course grades, discipline data, and attendance data.
 2. The leadership team works with the guidance department to progress monitoring Seniors utilizing a database including academic, attendance and special needs data.
 3. Additionally, the ELA Department meets monthly and is led by the Literacy Coach. Together they analyze data specifically related to our Intensive Reading students (Achieve 3000), Florida’s APM Monitoring, as well as classroom performance data. The team utilizes this data to drive instructional decisions related to remediation needs.

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

Evidence-based Strategy: The use of the Fundamental Five teaching strategies in all classrooms:
 Describe the evidence-based strategy being implemented for this Area of Focus.
 1. Frame the Lesson
 2. Power Zone
 3. Writing Critically
 4. Purposeful student to student talk
 5. Positive Reinforcement

Rationale for Evidence-based Strategy: Economically-disadvantaged students performed at 39% as a subgroup in the federal index. This is below the 40% mark measured by the federal index.
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria

**used for selecting
this strategy.**

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. Enroll students in after school tutoring and ACT Prep
2. Assign Mentors
3. Progress monitoring through Progress Learning, Achieve 3000, classroom grades, and attendance
4. Use of Edgenuity for credit recovery and grade recovery

Person Responsible Phillip McLeod (mcleodp@citruschools.org)

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Previous year's data indicates the graduation rate for Students with Disabilities at CRHS is lower than that of the state average. At CRHS we intend to increase student achievement and the graduation rate of SWD. In 2019-2020 79% of SWD graduated but in 2020-2021 only 71% graduated. This subgroup also scored below 41% on the ESSA Federal Index at 28%.

Measurable Outcome:**State the specific**

measurable outcome the school plans to achieve.

This should be a data based, objective outcome.

Students with disabilities will achieve greater than 40% measured by the Federal Index. Graduation rates will increase to 95% of all students with disabilities.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Our ESE specialist Amanda Parker will facilitate the process of monitoring student progress among our ESE students. Each student will have accommodations through an Individualized Education Plan.

Person responsible for monitoring outcome:

Michael Einspahr (einspahrm@citruschools.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

1. Continue addressing the needs of struggling seniors by progress monitoring utilizing the Senior Database.
2. Counselors are providing 1:1 attention, meeting with parents and communicating with teachers regarding student needs.
3. Improve standardized test scores in ELA by offering remedial courses led by CRHS's Literacy Coach.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Through analyzing school performance data Crystal River High School has performed below the ESSA Federal Index threshold at below 41% for consecutive years and saw a drop in the graduation rate of SWD students.

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

Person Responsible

Michael Einspahr (einspahrm@citruschools.org)

#5. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

This subgroup did not meet the 41% Federal Index threshold for two years in a row. In 2021 this subgroup scored at 38% on the Federal Index and 33% in 2022. .

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

1. Progress is measured by the leadership team through the analyzing state assessment data, end of course grades, discipline data, and attendance data.
2. The leadership team works with the guidance department to progress monitoring seniors utilizing a database including academic, attendance and special needs data.
3. Additionally, the ELA Department meets monthly and is led by the Literacy Coach. Together they analyze data specifically related to our Intensive Reading students (Achieve 3000), Florida’s APM Monitoring, as well as classroom performance data. The team utilizes this data to drive instructional decisions related to remediation needs.
4. This sub group will have an 85% success rate in all content areas.
5. This subgroup will have a 100% graduation rate in 2022-2023.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

1. Assign an administrator to work directly with a graduation cohort in an effort to be well informed about student attendance, behavior, socialization and academic needs
2. Continue to improve upon the current PLC Goals (Improving instructional practices) by increasing administrative visibility and feedback as well as providing time for teachers to collaborate.
3. Monitor the use of formative assessment

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

1. The use of the Fundamental Five teaching strategies in all classrooms:
 - A. Frame the Lesson
 - B. Power Zone
 - C. Writing Critically
 - D. Purposeful student to student talk
 - E. Positive Reinforcement
2. Reteaching, retesting and differentiating instruction based on student formative assessment data.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Not only has this subgroup performed below the Federal Index but the graduation rate in 2020-2021 for this subgroup was the lowest by race at CRHS at 73.3%.

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. After school tutoring
2. Before school tutoring : The Early Thirty

3. Athletic tutoring
4. Senior mentors
5. Leadership Meetings: Weekly focus on At-risk Seniors
6. Credit Recovery opportunities
7. Monthly PLC: Focus on improving instructional practices to increase student success
8. Senior Credit Checks
9. Counselors will meet 1:1 with at-risk Seniors beginning January 30, 2023
10. Counselors will contact parents to ensure they are apprised of their child's current graduation standing
11. Coordinate efforts to conduct home visits for all students identified as almost ready to graduate
12. Administrators assigned to cohorts to monitor student success
13. Baseball cards created to monitor and track data for this subgroup in the overall bottom quartile

Person Responsible Phillip McLeod (mcleodp@citruschools.org)

#6. ESSA Subgroup specifically relating to Multi-Racial

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

This subgroup did not meet the 41% Federal Index threshold.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

1. Students in this sub group will increase past the 41% threshold on the Federal Index.
2. Students in this subgroup will have a 100% graduation rate in the 2022-2023 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. Assign an administrator to work directly with a graduation cohort in an effort to be well informed about student attendance, behavior, socialization and academic needs
2. Continue to improve upon the current PLC Goals (Improving instructional practices) by increasing administrative visibility and feedback as well as providing time for teachers to collaborate.
3. Continue to improve upon PLC goals from each content area that were created in collaborative planning.
3. Monitor the use of formative assessment

Person responsible for monitoring outcome:

Brian Lancaster (lancasterb@citruschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

- The use of the Fundamental Five teaching strategies in all classrooms:
1. Frame the Lesson
 2. Power Zone
 3. Writing Critically
 4. Purposeful student to student talk
 5. Positive Reinforcement

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The Fundamental Five is research-based strategies that can lead to improve instruction and learning. This will be monitored through classroom walkthroughs for frequency of best practice. During collaborative planning and PLCs there will be a focus on improving achievement among this subgroup.

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. After school tutoring
2. Before school tutoring : The Early Thirty
3. Athletic tutoring
4. Senior mentors
5. Leadership Meetings: Weekly focus on At-risk Seniors
6. Credit Recovery opportunities
7. Monthly PLC: Focus on improving instructional practices to increase student success
8. Senior Credit Checks
9. Counselors will meet 1:1 with at-risk Seniors beginning January 30, 2023

10. Counselors will contact parents to ensure they are apprised of their child's current graduation standing
11. Coordinate efforts to conduct home visits for all students identified as almost ready to graduate

Person Responsible

Brian Lancaster (lancasterb@citruschools.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.

All students are prepared to be college and career ready. There are many opportunities which are available within Citrus County. Some of these continuing education opportunities include attending The College of Central Florida or Withlacoochee Technical College. In addition, CRHS offers many courses in Career and Technical Education including, but not limited to, Digital Information Technology, Early Childhood Development, Culinary, Digital Video Production, Web Design, Digital Design, Accounting, Agriculture, Nursing, Dental Assisting, Emergency Medical Technician (EMT), Veterinary Assistant, and Drafting. Beyond Career and Technical Education, students may participate in Advanced Placement (AP), Dual Enrollment (DE), and Advancement Via Individual Determination (AVID.)

CRHS's purpose is a constant reflection of our mission: to create a learning environment that is conducive to preparing students to be successful in a diversified global society. This mission coincides with Citrus County School's mission: to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens. CRHS's mission statement is reflected in the offered programs and educational opportunities available to students. Students are recognized with positive referrals, honor roll celebrations, academic awards and community recognition.

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

There are many wonderful programs on the CRHS campus that merit discussion, but one that stands out is the improved community outreach that has been fostered through the leadership of our school administration, business partners, parent/community groups (SAC), and the enhanced use of social media such as Facebook and Twitter. CRHS maintains a consistent and nearly constant line of communication with our stakeholders through our increasingly popular social media accounts, as well as our school website. Programs such as ROTC, CRHS Athletics and Academy of Health Careers have their own social media accounts. Additionally, our strong community partnerships have allowed for such school support as donations to aid in increasing school spirit. These generous donations have helped boost our pirate pride school spirit with student participation in pep-rallies and events increasing each year. The momentum of our increased school spirit aided in the development of our school spirit club, the Blue Sea. The Blue Sea is a faculty- sponsored, school spirit club made up of students who attend athletic events to cheer and support our athletes and teams.