Crystal River Middle School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Crystal River Middle School

344 NE CRYSTAL ST, Crystal River, FL 34428

https://crh.citrusschools.org/

School Board Approval

This plan was approved by the Citrus County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Lancaster, Brian	Principal	(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. 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. (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,

Name	Position Title	Job Duties and Responsibilities
		materials, equipment and services.

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) Coordinate 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 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' instructional program and services among school personnel.
(35) Provide leadership for the school improvement process 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 and accountability 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 oversee transportation
services at the school.
(41) Establish procedures to be used in the event of a school crisis or civil

Name	Position Title	Job Duties and Responsibilities
		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' performance. (44) Manage and supervise the school' 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.
Wentworth, Lanna	School Counselor	(1) Remain readily available to students so as to provide counseling that will lead each student to increased personal growth, self-understanding, and maturity. (2) Assist students in evaluating their aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data, and works with students in developing education and occupation plans in terms of such evaluation. (3) Take an active role in interpreting the role of the counselor and the guidance program objectives to students, teachers, parents, and the community at large. (4) Work with teachers and other staff members to familiarize them with the general range of services offered by the Student Services Department, and to improve the educational prospects of individual students. (5) Supervise the preparation and processing of college, scholarship and employment applications. (6) Help to plan the guidance program and the curriculum in relation to the needs of pupils. This would include assisting in the development of the schools master schedule of course offerings. (7) Oversee registration of, or registers students new to the school and

Name	Position Title	Job Duties and Responsibilities
		orients them to school procedures and the school's varied opportunities for learning. (8) Advise students in course and subject selection. (9) Supervise maintenance of student records and protects their confidentiality. (10) Maintain all other records necessary for the performance of his/her duties. (11) Work to resolve students' educational needs and to help students get the most out of their educational experiences. (12) Work to discover and develop special abilities of students. (13) Work to prevent students from dropping out of school. (14) Assist in obtaining and disseminating occupational and vocational information to students. (15) Work with students on an individual basis in the solution of personal problems related to such problems as home and family relations, health, and emotional adjustment. (16) Consult with parents and school staff whenever necessary. (17) Provide in-service training in guidance for teachers and student teachers. (18) Work to discover students' special needs that indicate referral to other school personnel or other outside agencies. (19) Work to stay informed regarding legislative changes that affect students' academic progress. (20) Work to communicate with students and their parents regarding academic progress and graduation status. (21) Work as a member of school's Crisis Intervention Team to prevent and deal with crisis situations. (22) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.
Harris, Becky	Instructional Coach	(1) Assist with the coordination and conducting of staff development activities. (2) Assist classroom teachers with developing and/or presenting teaching strategies and instructional units and recommending materials and activities. (3) Assist with the process of previewing, selecting, and developing materials related to the program and its effectiveness. (4) Assist with the development, presentation, and implementation of the curriculum instructional activities related to the program. (5) Provide supportive services to parents, teachers, students, and administration. (6) Promote community understanding of curriculum goals, objectives, and programs, and encourage

Name	Position Title	Job Duties and Responsibilities
		community involvement wherever appropriate. (7) Assist with planning, coordination, and implementation of special projects, programs, and events. (8) Collect, submit, and maintain accurate financial and/or informational reports or applications as requested. (9) Keep professional skills and knowledge updated. (10) Perform job responsibilities with sustained focus and attention to detail for extended periods of time. (11) Perform other incidental tasks consistent with the goals and objectives of this position.
Crisp, Keith	Assistant Principal	(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

Name	Position Title	Job Duties and Responsibilities
		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. (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 appropriate employment action. (41) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.

Name	Position Title	Job Duties and Responsibilities
		(42) Perform other incidental tasks consistent with the goals and objectives of this position.
Rossi, Shannon	Assistant Principal	(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. (23) Coordinate the school food service program as it relates to the special needs of the school.

Name	Position Title	Job Duties and Responsibilities
		(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 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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process for involving stakeholders in the development of the SIP begins with Strategic Planning, which takes place during summer and includes all stakeholders of the school community, including members of the SAEC, parents, teachers, administrative staff, and board and community members. Prior to strategic planning, school-wide data is reviewed in a pre-meeting by our school leadership team. Following this, a Strategic Planning meeting is held to identify our school focus areas and goals. During pre-planning to the start of school, school focus areas, goals, and initiatives included in the SIP are shared with staff to gather input and feedback before finalizing the plan.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored through ongoing progress monitoring and review of data related to school goals. Our academic goals in the areas of ELA and Math will be monitored 3 times per year through both the FAST Progress Monitoring Assessment and iReady Progress Monitoring Assessment. TOSA Becky Harris and Title I Interventionist Sarah Seffern will assist in organizing data post assessment and sharing key performance indicators with the school leadership team. Goals relating to student subgroups performing below the Federal Index will be monitored through ongoing academic, attendance, and behavior data review. Corresponding data will be organized through out school counselors and social worker and shared with our leadership team. Goals pertaining to school climate and culture will be monitored through surveys requesting ongoing feedback from our staff throughout the year.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	20%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C

	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	132	126	142	400
One or more suspensions	0	0	0	0	0	0	45	54	99	198
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	40	109	151	300
Course failure in Math	0	0	0	0	0	0	56	108	54	218
Level 1 on statewide ELA assessment	0	0	0	0	0	0	55	91	95	241
Level 1 on statewide Math assessment	0	0	0	0	0	0	85	80	63	228
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	67	107	121	295
One or more suspensions	0	0	0	0	0	0	33	89	94	216
Course failure in ELA	0	0	0	0	0	0	25	66	48	139
Course failure in Math	0	0	0	0	0	0	56	41	30	127
Level 1 on statewide ELA assessment	0	0	0	0	0	0	57	69	76	202
Level 1 on statewide Math assessment	0	0	0	0	0	0	92	72	74	238
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	84	113	122	319

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	7	2	1	10
Students retained two or more times	0	0	0	0	0	0	4	10	6	20

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	67	107	121	295
One or more suspensions	0	0	0	0	0	0	33	89	94	216
Course failure in ELA	0	0	0	0	0	0	25	66	48	139
Course failure in Math	0	0	0	0	0	0	56	41	30	127
Level 1 on statewide ELA assessment	0	0	0	0	0	0	57	69	76	202
Level 1 on statewide Math assessment	0	0	0	0	0	0	92	72	74	238
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	84	113	122	319

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	7	2	1	10
Students retained two or more times	0	0	0	0	0	0	4	10	6	20

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	45	48	49	44	46	50	47		
ELA Learning Gains				40			46		
ELA Lowest 25th Percentile				30			43		
Math Achievement*	48	53	56	45	30	36	50		
Math Learning Gains				43			40		
Math Lowest 25th Percentile				39			44		
Science Achievement*	38	43	49	41	48	53	43		
Social Studies Achievement*	58	63	68	63	47	58	65		
Middle School Acceleration	67	63	73	55	44	49	70		
Graduation Rate					42	49			
College and Career Acceleration					66	70			
ELP Progress		40	40		57	76			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	256
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	400
Total Components for the Federal Index	9
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	4	4
ELL				
AMI				
ASN				
BLK	33	Yes	4	
HSP	51			
MUL	53			
PAC				
WHT	52			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	47			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	3	3
ELL				
AMI				
ASN				
BLK	34	Yes	3	
HSP	35	Yes	1	
MUL	45			
PAC				
WHT	46			
FRL	42			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	45			48			38	58	67			
SWD	20			23			18	24			4	
ELL												
AMI												
ASN												
BLK	35			44			20				3	
HSP	42			39			60	43	70		5	
MUL	47			51			25	71	73		5	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	46			48			39	59	66		5	
FRL	41			42			37	52	61		5	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	44	40	30	45	43	39	41	63	55			
SWD	20	30	23	26	39	29	21	32				
ELL												
AMI												
ASN												
BLK	20	35	36	19	46	54	10	50				
HSP	36	25	36	37	39	29	21	54				
MUL	48	39	42	51	44		20	67	50			
PAC												
WHT	46	42	28	47	44	40	45	65	55			
FRL	40	38	29	41	43	43	35	59	48			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	47	46	43	50	40	44	43	65	70			
SWD	20	32	35	27	39	38	22	40				
ELL												
AMI												
ASN												
BLK	29	28	14	31	29	36	27	30				
HSP	42	42	44	42	34	43	33	59				
MUL	49	41		41	46			70				
PAC												
WHT	48	47	45	52	41	44	45	67	73			
FRL	44	43	42	46	40	45	38	63	62			

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	41%	45%	-4%	47%	-6%
08	2023 - Spring	43%	44%	-1%	47%	-4%
06	2023 - Spring	41%	45%	-4%	47%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	24%	44%	-20%	54%	-30%
07	2023 - Spring	58%	57%	1%	48%	10%
08	2023 - Spring	45%	47%	-2%	55%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	36%	41%	-5%	44%	-8%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	72%	37%	35%	50%	22%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	38%	50%	48%	40%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	62%	-5%	66%	-9%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component showing the lowest performance is Grade 6 Math Achievement at 24 percent proficiency. Contributing factors include appropriate scheduling of students in Accelerated Courses, lack of actionable formative assessment and progress monitoring systems, and supporting teachers with pathways to success.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component showing the greatest decline from 2021-2022 is 6th Grade Math Achievement, which showed a decline of 18 percent, from 42 percent proficiency in 2021-2022 to 24 percent proficiency in 2022-2023. A primary factor contributing to this decline includes placement of Grade 6 students scoring 3 and above in Advanced Grade 7 classes, thereby leaving only students with a previous score of Level 1 or 2 left to test.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component showing the greatest gap in comparison to the state average is Grade 6 Math Achievement, which demonstrated a gap of 30 percent, from 54 percent proficiency at the state level to 24 percent proficiency at the school level. Factors contributing to this gap include appropriate scheduling of students in Accelerated Courses, lack of actionable formative assessment and progress monitoring systems, and supporting teachers with pathways to success.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component showing the most improvement is Grade 7 Math Achievement, which showed an increase of 18 percent, from 40 percent in 2021-2022 to 58 percent in 2022-2023. New actions our school took to improve performance included ongoing collaboration among the Grade 7 Math team and direct instructional support through the Title I Interventionist in lesson planning and delivery. The Grade 7 Math team also incorporated instructional strategies from the 'Thinking Classroom' model by Peter Liljedahl, including Thinking Tasks, Vertical Non-Permanent Surfaces, Visibly Random Groups, and Consolidation Practices.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

EWS Data reflecting areas of concern include students who were absent 10% or more days and students with one or more suspensions, which includes 295 and 216 total students, respectively. Both data components contribute to a loss of instructional time.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The highest priorities for school improvement for the 2023-2024 school year include:
1. Increased Achievement in Math.
2. Increased Achievement in ELA.
3. Increased Achievement for subgroups performing below the Federal Index.
4. Increased positive student behavior.
5. Improved climate and culture.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Math
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Math Achievement

Math Achievement in 2022-2023 showed an overall proficiency level of 49 percent, including 24 percent in Grade 6, 58 percent in Grade 7, and 45 percent in Grade 8, in comparison to state averages of 54 percent in Grade 6, 48 percent in Grade 7, and 55 percent in Grade 8.

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

Increase Math Achievement by at least 10 percentage points on the FAST.

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

Systems for monitoring this Area of Focus include use of the FAST Progress Monitoring and iReady Progress Monitoring Assessments.

Person responsible for monitoring outcome:

Brian Lancaster (lancasterb@citrusschools.org)

Evidence-based Intervention: Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based interventions include increased collaboration among grade level departments, implementation of high-yield instructional strategies, instructional support from the Title I Interventionist, and targeted support for Level 1 and Level 2 students.

Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific strategy.

Meaningful collaboration has proven to be highly effective in increasing student achievement. In 2022-2023, consistent collaboration among the Grade 7 department resulted in an average proficiency rating of 58 percent, which is 1 percentage higher than the District average and 10 percent higher than the State average. Additionally, when implemented with fidelity, high-yield instructional strategies increase rigor resulting in increased achievement, while targeted support provides scaffolding for striving students.

Tier of Evidence-based Intervention (Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers in Math will receive common planning when scheduling permits and a Collaboration Calendar will be created providing time for continued professional learning in high yield instructional strategies.

Person Responsible: Brian Lancaster (lancasterb@citrusschools.org)

By When: 8/1/23

iReady will be implemented as an instructional resource and tool for individualizing instruction and ongoing progress monitoring.

Person Responsible: Brian Lancaster (lancasterb@citrusschools.org)

By When: 8/10/23

#2. Instructional Practice specifically relating to ELA
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a crucial need from the data reviewed.   One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA Achievement

ELA Achievement in 2022-2023 showed an overall proficiency level of 42 percent, which is 5 percent below the State Average of 47 percent. Average proficiency for grade level cohorts included 41 percent in Grade 6, 41 percent in Grade 7, and 43 percent in Grade 8, in comparison to State Averages of 47 percent in Grades 6-8, respectively.

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

Increase ELA Achievement by at least 10 percentage points on the FAST.

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

Systems for monitoring this Area of Focus include the FAST Progress Monitoring and iReady Progress Monitoring Assessments and ongoing formative assessment.

Person responsible for monitoring outcome:

Keith Crisp (crispk@citrusschools.org)

Evidence-based Intervention: Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based interventions include increased collaboration among grade level departments, implementation of high-yield instructional strategies, instructional support from the Title I Interventionist, and targeted support for Level 1 and Level 2 students.

Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific strategy.

Meaningful collaboration has proven to be highly effective in increasing student achievement. Additionally, high-yield instructional strategies increase rigor resulting in increased achievement, while targeted support will provides scaffolding for striving students.

Tier of Evidence-based Intervention   (Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers in ELA will receive common planning when scheduling permits and a Collaboration Calendar will be created providing time for continued professional learning in high yield instructional strategies.

Person Responsible: Keith Crisp (crispk@citrusschools.org)

By When: 8/1/23

iReady will be implemented as an instructional resource and tool for individualizing instruction and ongoing progress monitoring.

Person Responsible: Keith Crisp (crispk@citrusschools.org)

By When: 8/10/23

#3. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Historical data pertaining to students who are Economically Disadvantaged showed a decrease in overall proficiency from 47 percent to 42 percent rom 2021 to 2022. Additionally, 61 percent of students at CRMS are Economically Disadvantaged, representing the majority of the student body.

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

Increase proficiency of Economically Disadvantaged students by at least 10 percent on the FAST.

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

Academic performance of Economically Disadvantaged students will be monitored through the FAST Progress Monitoring and iReady Progress Monitoring Assessments, ongoing formative assessment, and course success rate.

Person responsible for monitoring outcome:

Brian Lancaster (lancasterb@citrusschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based interventions include strategic course placement, implementation of high-yield instructional strategies, instructional support from the Title I Interventionist and iReady Support Team, and targeted support for Level 1 and Level 2 students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Strategic course placement provides students scoring below proficiency with a grade level Math or ELA course aligned to each student's level of readiness. Students who scored Level 1 and 2 in Reading or Math on FAST PM3 will be placed in an Intensive Reading or Math course for additional support. Students who scored a High Level 2 will be invited to join the AVID Program, with strategic focus in their academic area of need. Students scoring 3, 4, or 5 will be placed in advanced courses. Additionally, high-yield instructional strategies increase rigor resulting in increased achievement, while targeted support provides scaffolding for striving students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The Master Schedule will be developed to include strategic course placement of students who are Economically Disadvantaged.

Person Responsible: Brian Lancaster (lancasterb@citrusschools.org)

By When: 8/1/23

iReady will be implemented as an instructional resource and tool for individualizing instruction and ongoing progress monitoring.

Person Responsible: Brian Lancaster (lancasterb@citrusschools.org)

By When: 8/10/23

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Historical data pertaining to Students with Disabilities showed a decrease in overall proficiency from 32 percent to 28 percent rom 2021 to 2022, which is 12 percent below the Federal Index threshold of 40 percent. Additionally, 14 percent of the student population includes Students with Disabilities.

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

Increase proficiency of Students with Disabilities by at least 20 percent on the FAST.

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

Academic performance of Students with Disabilities will be monitored through the FAST Progress Monitoring and iReady Progress Monitoring Assessments and course success rate. Additionally, progress in meeting annual goals will be measured through PTAGs and discussed every 4 and a half weeks.

Person responsible for monitoring outcome:

Shannon Rossi (rossis@citrusschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based interventions include specially designed instruction, implementation of high-yield instructional strategies, instructional support from the Title I Interventionist and iReady Support Team, and tiered support for Level 1 and Level 2 students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Specially designed instruction modifies curriculum and accommodates individual student needs, allowing Students with Disabilities an equitable opportunity to increase learning. Additionally, high-yield instructional strategies increase rigor resulting in increased achievement, while targeted support provides scaffolding for striving students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The Master Schedule will be developed to include strategic course placement of Students with Disabilities.

Person Responsible: Shannon Rossi (rossis@citrusschools.org)

By When: 8/1/23

iReady will be implemented as an instructional resource and tool for individualizing instruction and ongoing progress monitoring.

Person Responsible: Shannon Rossi (rossis@citrusschools.org)

By When: 8/10/23

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Historical data pertaining to students who are Black/African-American showed an overall proficiency score of 28 percent in 2021 and 34 percent in 2022, demonstrating a trend in proficiency consistently less than the Federal Index threshold of 40 percent.

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

Increase proficiency of Black/African-American students by at least 10 percent on the FAST.

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

Academic performance of Black/African-American students will be monitored through the FAST Progress Monitoring Assessment, iReady Progress Monitoring Assessment, course success rate, and Unify/Performance Matters.

Person responsible for monitoring outcome:

Lanna Wentworth (wentworthl@citrusschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based interventions include implementation of high-yield instructional strategies, instructional support from the Title I Interventionist and iReady Support Team, and tiered support for Level 1 and Level 2 students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

High-yield instructional strategies increase rigor resulting in increased achievement, while targeted support provides scaffolding for striving students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

iReady will be implemented as an instructional resource and tool for individualizing instruction and ongoing progress monitoring.

Person Responsible: Lanna Wentworth (wentworthl@citrusschools.org)

By When: 8/10/23

#6. ESSA Subgroup specifically relating to Hispanic

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Historical data pertaining to students who are Hispanic showed an overall proficiency score of 42 percent in 2021 and 35 percent in 2022, demonstrating a trend in proficiency consistently less than the Federal Index threshold of 40 percent.

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

Increase proficiency of Hispanic students by at least 10 percent on the FAST.

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

Academic performance of Hispanic students will be monitored through the FAST Progress Monitoring Assessment, iReady Progress Monitoring Assessment, course success rate, and Unify/Performance Matters.

Person responsible for monitoring outcome:

Becky Harris (harrisb4@citrusschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based interventions include implementation of high-yield instructional strategies, instructional support from the Title I Interventionist and iReady Support Team, and tiered support for Level 1 and Level 2 students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

High-yield instructional strategies increase rigor resulting in increased achievement, while targeted support provides scaffolding for striving students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

iReady will be implemented as an instructional resource and tool for individualizing instruction and ongoing progress monitoring.

Person Responsible: Becky Harris (harrisb4@citrusschools.org)

By When: 8/10/23

#7. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Trend data over the last 3 years has showed a consistent increase in negative behavior referrals from 1,247 referrals in 2020-2021, 1,727 referrals in 2021-2022, and 1,891 referrals in 2022-2023. Of the referrals, 280 students received at least 1 day of OSS and 304 students received at least 1 day of ISS, resulting in lost instructional time. Targeting positive student behavior contributes to a safe and nurturing environment conducive to learning, while maximizing instructional time.

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

Negative behavior referrals will decrease by at least 25 percent.

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

Student discipline data will be monitored monthly using Skyward. Data will be shared with the school leadership team and disseminated to staff.

Person responsible for monitoring outcome:

Keith Crisp (crispk@citrusschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive behavior will be promoted proactively through the PBIS Program, which includes Quarterly PBIS Field Days, Student Positive Referrals, Teacher Positive Referrals, Student of the Month, Upward Bound, positive behavioral incentives, and implementation of a schoolwide progressive discipline plan.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The reinforcement of positive behavior is a proactive approach, which decreases negative behavior by incentivizing positive behavior. Through positive rewards, ranging from student recognition to eligibility to attend special events, students are encouraged to demonstrate positive behavior. Additionally, implementation of a progressive discipline system when responding to negative behavior offers students opportunities to correct misbehaviors through a series of calculated steps, while supporting schools in maintaining a safe and orderly learning environment.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

A Progressive Discipline Plan will be created outlining proactive initiatives for promoting positive behavior and calculated steps for behavioral intervention.

Person Responsible: Keith Crisp (crispk@citrusschools.org)

By When: 8/1/23

#8. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Positive school climate and culture contribute to a healthy professional environment and greater teacher retention.

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

Increase the "Strongly Agree" rating by 10 percent in each question on the "School Climate, Culture, & Leadership" section of the CRMS Staff Survey.

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

Staff feedback will be gathered throughout the year through the Teacher Leadership Council (TLC), School Advisory Enhancement Council (SAEC), and informal staff surveys.

Person responsible for monitoring outcome:

Brian Lancaster (lancasterb@citrusschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Opportunities for team building and staff appreciation will be incorporated throughout the year, including staff luncheons, school spirit days, Sticky Note Walkthroughs, Positive Referrals from students to teachers, and promoting positivity through our school theme A.I.R. (Adapt, Inspire. Rise.).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Healthy School Climate is essential in promoting a positive school atmosphere for teachers and students. Research shows that student learning increases in safe and nurturing learning environments with cohesive organizational structures.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

A plan for improving school climate and culture will be developed with ongoing events for staff appreciation.

Person Responsible: Brian Lancaster (lancasterb@citrusschools.org)

By When: 8/1/23

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The school leadership team will request feedback from students, staff, parents, and community members to review and prioritize school improvement funding allocations through staff meetings, SAEC meetings, and Title I Parent and Family Engagement Nights.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will be shared through the SAC and displayed on the school website (crm.citrusschools.org). Progress will be shared through quarterly SAC meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We will hold a minimum of two Title I Parent and Family Engagement Events, during which we will inform parents and stakeholders of our progress in realizing our school mission, supporting the needs of our students, and communicating student progress. Throughout the year we will hold Honor Role Celebrations and events celebrating the academic success of our students. A call out will take place following each FAST Assessments (PM1, PM2, and PM3), and we will promote individual milestones and collective achievements through Social Media as an additional means of strengthening relationships with parents and families. The SIP will be made available on our school website (crm.citrusschools.org).

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

We will strengthen academics through strategic course placement of students. Students who scored Level 1 and 2 in Reading or Math on FAST PM3 will be placed in an Intensive Reading or Math Course followed by a grade level ELA and Math course. Students who scored a High Level 2 will be invited to join the AVID Program, with strategic focus in their academic area of need. Students scored 3, 4, or 5 will be placed in advanced courses. We will increase the amount of learning time through a restructured bell schedule, which will expand each period to 55 minutes.

We will provide an enriched and accelerated curriculum through the calculated implementation of iReady in Intensive Reading and Math and grade level ELA and Math courses. Diagnostic Assessments and instructional support will be provided through the Title I Interventionist and iReady support team, who will be on site 10 times throughout the year to assist in our Year 1 implementation plan.

Teachers will be provided instructional support through weekly collaborative learning sessions facilitated by the school leadership team. Teacher progress in implementing instructional strategies will be formatively assessed through weekly walkthroughs, which will provide teachers with immediate feedback.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

We will coordinate this plan in combination with structured initiatives supporting ESSA subgroups through strategic course placement and usage of targeted interventions of support. These include the creation and usage of a Unique Skills course and school-wide mentoring program to provide targeted interventions for at-risk students. To support and encourage positive behavior, we will implement a 5 Step Intervention Process, which will utilize progressive discipline strategies to provide students with opportunities to reflect, reset, and refocus, with the intention of maximizing instructional time while supporting students' needs.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

We will provide counseling and mental health services through our Guidance Department, which includes school counselors, school social worker, and school psychologist. Referrals to to external agencies, including IMPACT Counseling and Life Stream will be made for students in need of specialized services. Beyond this, we will increase Period 4 in our bell schedule by 5 minutes to include Resiliency Education Lessons designed to meet the annual 5 hour mental health instruction requirement for students in grades 6-12. Mentoring services will be provided through an school-wide draft, in which staff members will select at-risk students and serve as mentors for them throughout the year. Additionally, agencies such as Aspire and the Eckerd Connects Hi-Five Program will provide additional character education services in non-state tested courses.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students will be made aware of postsecondary opportunities and the workforce through monthly visits during lunches from the high school academies with, one per month, and a grade level assembly for all 8th grade students in January. These include the Academy of Computer Science Academy at CHS, Academy of Environmental Science at AES, Academy of Health Careers, and School of Arts and International Baccalaureate Program at LHS.

Throughout middle school, students eligible for electives may enroll in site-based CTE courses, including Agriscience and Business and Computer Technology. In the second semester, students will complete course requests and receive course information through our school counselors, including CTE courses offered in high school for 8th grade students.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We will implement a schoolwide tiered behavioral support system through a combination of schoolwide and student-centric initiatives.

Problem behavior will be prevented proactively through the reinforcement of positive behavior through our PBIS Program, including Quarterly PBIS Field Days, Student Positive Referrals, Teacher Positive Referrals, Student of the Month, Upward Bound, and criteria for attending the end of year grade level field trips.

Problem behavior will be addressed reactively through our schoolwide 5 Step Intervention Process, which provides students with 4 progressive interventions before receiving an administrative referral for classroom level and minor behaviors. Instructional time will maximized for students who receive referrals through detention and Saturday school as alternatives to suspension, when possible. Students with more frequent problem behaviors will receive early intervention services and tiered support through our Unique Skills Course and services coordinated among our ESE Staffing Specialist, Behavior Specialist, and Guidance Department. These include the development of Behavior Goals, Behavior Contracts, and Functional Behavior Assessments Behavior Intervention Plans for students with special needs.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional learning opportunities will be provided for teachers and staff throughout the year through multiple avenues. Our school leadership team will facilitate weekly professional learning sessions, in which teachers will rotate weekly sessions in job-alike groups. Beyond school-wide professional learning opportunities, core content areas will receive additional collaboration time for data analysis and collaborative planning each month. Lastly, teachers will participate in authentic activities featuring demonstration lessons, including 'Now Showing', 'Student for the Day', and 'Model Lessons'.

In using data from academic assessments in ELA and Math, we will partner with consultants from iReady to provide monthly training using iReady resources for data analysis and follow-up differentiated instruction based on individual student needs. Additionally, we will work with the Department of Assessment, Accountability, and Monitoring to assist teachers in utilizing Performance Matters to retrieve and analyze data from state and local assessments.

Ultimately, to improve retention of effective teachers in high need areas, we will implement initiatives to provide more comprehensive support to new teachers while strengthening our school climate. In supporting new staff, we will provide deeper support in classroom management and education in working with children and families who are economically disadvantaged. In improving school climate, our school leadership team will host frequent potlucks and staff luncheons to promote team building, incorporate Friday dress-up days to promote school spirit, encourage positivity through Sticky Note Walkthroughs and Positive Referrals from students to teachers, reinforce our school theme A.I.R. (Adapt. Inspire. Rise.) in professional learning and staff communications, seek staff feedback through the Teacher Leadership Council (TLC) to manage organization issues, and provide immediate professional feedback to instruction through weekly walkthroughs.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A