

Citrus County Schools

Crystal River Primary School



2023-24

Schoolwide Improvement Plan (SIP)

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Crystal River Primary School

8624 W CRYSTAL ST, Crystal River, FL 34428

<https://crp.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.

Crystal River Primary School's mission is to create a strong foundation of academic perseverance so that we may embody "Every Child is A Promise". We commit to creating authentic experiences to enable learners to engage meaningfully with knowledge they acquire. By cultivating purposeful partnerships with students, staff, families, and community, we will foster accountable collaboration in a compassionate environment to enhance the educational journey for everyone involved.

Provide the school's vision statement.

Crystal River Primary School is a community of confident and compassionate learners who work together through authentic learning experiences to maximize potential for ALL.

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
Touchton, Christina	Principal	<p>JOB GOAL To provide the leadership and vision necessary to develop and implement a comprehensive program of instructional and support services which optimize available resources to establish and maintain a safe, caring, and enriching environment conducive to learning and student success.</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 assigned 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 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 safety, 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>

Name	Position Title	Job Duties and Responsibilities
		<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) Coordinate 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 / 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 informed of policy, procedures, instructional programs, potential problems, and resolutions 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 and oversee 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 and the community. *</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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>recommendations for appropriate employment action. *</p> <p>(40) Coordinates with the Executive Director of Support Services to supervise 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 student activity programs including selection of club sponsors. *</p> <p>(45) Maintain visibility and accessibility on the school campus. *</p> <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 in 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>
Kane, Connie	Assistant Principal	<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>(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>

Name	Position Title	Job Duties and Responsibilities
		<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>(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>

Name	Position Title	Job Duties and Responsibilities
		<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>

JOB GOAL

To ensure that ESE students are afforded their rights to procedural due process under the law and to improve the academic achievement, behavioral/social skills, and emotional well-being of students either through direct contact with students or consultations with parents and/or other professionals.

PERFORMANCE RESPONSIBILITIES:

Performs duties and assumes such responsibilities as requested by the Director of Exceptional Student Education

Kofmehl,
Laura Staffing
 Specialist

Education such as:

- (1) Serve as the designee for the Director of Exceptional Student Education for conferences, eligibility, IEP revision and placement meetings.*
- (2) Maintain current knowledge and interpretation of Citrus County Special Programs and procedures, best practices, and other local, state, and national rules, regulations, policies and procedures.*
- (3) Serve as case manager for conferences, staffings, IEP meetings, and other placement meetings; and maintains accurate legal records for compliance audits.*
- (4) Assist with coordinating the curriculum of Exceptional Student Education in the schools and interpreting

Name	Position Title	Job Duties and Responsibilities
		<p>students' needs for educational planning and placement.*</p> <p>(5) Maintain knowledge about strategies and interventions and make appropriate pre-referral recommendations.*</p> <p>(6) Provides in-service training for teachers and staff regarding ESE issues.*</p> <p>(7) Serve as a resource to administrators, counselors, and teachers regarding ESE issues.*</p> <p>(8) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>(9) Perform other incidental tasks consistent with the goals and objectives of this position.*</p>
<p>Kreusch, Jennifer</p>	<p>School Counselor</p>	<p>JOB GOAL To help students overcome problems that impede learning and to assist them in making educational, occupational, and life plans that will enhance their personal fulfillment as mature and responsible men and women.</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <p>(1) Remain readily available to students so as to provide counseling that will lead each student to increased personal growth, self-understanding, and maturity. *</p> <p>(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. *</p> <p>(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. *</p> <p>(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. *</p> <p>(5) Supervise the preparation and processing of college, scholarship and employment applications. *</p> <p>(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. *</p> <p>(7) Oversee registration of, or registers students new to the school and orients them to school procedures and the school's varied opportunities for learning. *</p> <p>(8) Advise students in course and subject selection. *</p> <p>(9) Supervise maintenance of student records and protects their</p>

Name	Position Title	Job Duties and Responsibilities
		<p>confidentiality. *</p> <p>(10) Maintain all other records necessary for the performance of his/her duties. *</p> <p>(11) Work to resolve students' educational needs and to help students get the most out of their educational experiences. *</p> <p>(12) Work to discover and develop special abilities of students. *</p> <p>(13) Work to prevent students from dropping out of school. *</p> <p>(14) Assist in obtaining and disseminating occupational and vocational information to students. *</p> <p>(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. *</p> <p>(16) Consult with parents and school staff whenever necessary. *</p> <p>(17) Provide in-service training in guidance for teachers and student teachers. *</p> <p>(18) Work to discover students' special needs that indicate referral to other school personnel or other outside agencies. *</p> <p>(19) Work to stay informed regarding legislative changes that affect students' academic progress. *</p> <p>(20) Work to communicate with students and their parents regarding academic progress and graduation status. *</p> <p>(21) Work as a member of school's Crisis Intervention Team to prevent and deal with crisis situations. *</p> <p>(22) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p>

JOB GOAL

To plan, implement, and assist with the coordination of an effective instructional program.

PERFORMANCE RESPONSIBILITIES:

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

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

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 School Improvement Planning Committee is comprised of sixteen members: Principal, Assistant Principal, Community members, parents, and school staff.

During the annual review for school improvement, a committee comprised of school administration, parent/guardians, community members, and staff members (support and instructional) reviewed the published 2022.2023 School Improvement Plan to become familiar with the SIP template and adopted action steps for English Language Arts, Mathematics, Behavior, and ESSA Subgroups.

Additionally, the 5th grade Science FCAT and K-5 FAST ELA/Math data from 22.23 was reviewed, as well as Diagnostic data from the supplemental program, i-Ready Reading and Math. The committee identified trends within the data, discussed contributing factors and developed actionable steps to enhance achievement in ELA, Math, and Science.

At the beginning of the 2023-2024 school year, a synopsis of the SIP process and action steps were shared with staff to clearly outline areas of focus for the upcoming school year. The School Advisory Council will have an opportunity to review and provide feedback on the School Improvement Plan at the first SAC meeting in September 2023.

Throughout the year, the School Improvement Plan will be revisited with staff and SAC to track and monitor progress toward goals.

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))

WEEKLY: Through the use of ELA and Math walkthroughs, instructional strategies identified through the improvement process will be track, monitored, and teachers will be provided feedback. Additionally, each week during CRPS Leadership team meetings, data from walkthroughs and progress toward school goals will be shared.

THREE TIMES A YEAR: Following each of the progress monitoring windows (FAST and i-Ready Diagnostic), careful analysis of student data will inform instructional decisions to ensure student needs are met; along with an emphasis on subgroups of students identified by the Federal Index.

QUARTERLY: Finally, the SIP and relevant student data will be shared no fewer than quarterly with the CRPS staff and SAC to monitor progress toward goals outlined in each of the areas of focus.

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)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	21%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
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	18	10	9	12	15	0	0	0	64
One or more suspensions	6	3	10	11	13	0	0	0	0	43
Course failure in English Language Arts (ELA)	10	13	24	26	13	0	0	0	0	86
Course failure in Math	1	3	15	11	12	0	0	0	0	42
Level 1 on statewide ELA assessment	0	0	0	25	21	0	0	0	0	46
Level 1 on statewide Math assessment	0	0	0	25	23	0	0	0	0	48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	32	14	28	26	32	0	0	0	0	132

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	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	7	9	2	4	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	0	1	0	0	0	2

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	0	0	0	0
One or more suspensions	1	5	3	9	11	5	0	0	0	34
Course failure in ELA	0	4	15	11	7	18	0	0	0	55
Course failure in Math	0	6	16	21	11	11	0	0	0	65
Level 1 on statewide ELA assessment	0	0	0	13	13	12	0	0	0	38
Level 1 on statewide Math assessment	0	0	0	9	30	22	0	0	0	61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	21	18	40	0	0	0	0	0	82

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	1	11	19	36	22	16	0	0	0	105

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	13	6	4	17	0	0	0	0	0	40
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	0	0	0	
One or more suspensions	1	5	3	9	11	5	0	0	0	34
Course failure in ELA	0	4	15	11	7	18	0	0	0	55
Course failure in Math	0	6	16	21	11	11	0	0	0	65
Level 1 on statewide ELA assessment	0	0	0	13	13	12	0	0	0	38
Level 1 on statewide Math assessment	0	0	0	9	30	22	0	0	0	61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	21	18	40	0	0	0	0	0	82

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	1	11	19	36	22	16	0	0	0	105

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	13	6	4	17	0	0	0	0	0	40
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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*	48	51	53	50	53	56	54		
ELA Learning Gains				52			44		
ELA Lowest 25th Percentile				35			32		
Math Achievement*	55	55	59	41	52	50	46		
Math Learning Gains				43			35		
Math Lowest 25th Percentile				32			20		
Science Achievement*	40	49	54	37	53	59	42		
Social Studies Achievement*					55	64			
Middle School Acceleration					48	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		60	59						

* 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)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	192
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	41

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	290
Total Components for the Federal Index	7
Percent Tested	100
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	17	Yes	4	2
ELL				
AMI				
ASN				
BLK				
HSP	44			
MUL	42			
PAC				
WHT	50			
FRL	46			

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	25	Yes	3	1
ELL				
AMI				
ASN				
BLK	33	Yes	3	
HSP	40	Yes	1	

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%
MUL	23	Yes	1	1
PAC				
WHT	44			
FRL	38	Yes	1	

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	48			55			40					
SWD	21			25			8				4	
ELL												
AMI												
ASN												
BLK												
HSP	40			47							2	
MUL	44			32							3	
PAC												
WHT	49			58			40				4	
FRL	45			49			45				4	

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	50	52	35	41	43	32	37					
SWD	32	38	8	25	24	15	35					
ELL												
AMI												
ASN												

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
BLK	50	45		19	18							
HSP	43			36								
MUL	32	31		21	8							
PAC												
WHT	53	56	35	45	47	41	34					
FRL	45	47	36	35	42	31	27					

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	54	44	32	46	35	20	42					
SWD	35	27		30	27		8					
ELL												
AMI												
ASN												
BLK	31			23								
HSP	40			50								
MUL	44			33								
PAC												
WHT	58	46	33	48	38	20	45					
FRL	51	40	28	40	29	17	37					

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
05	2023 - Spring	54%	57%	-3%	54%	0%
04	2023 - Spring	49%	56%	-7%	58%	-9%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	47%	46%	1%	50%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	60%	62%	-2%	59%	1%
04	2023 - Spring	58%	58%	0%	61%	-3%
05	2023 - Spring	52%	54%	-2%	55%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	49%	-8%	51%	-10%

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 which showed the lowest performance was 4th grade ELA 49% (significantly lower than both District (56%) and State (58%)) and 5th grade Math 52% (lower than the District (54%) and State (55%)). Comparative data of student cohorts reflects a 5% decrease in achievement from 2022 to 2023 data for 4th grade ELA and 4% decrease in achievement from 2022 to 2023 for 5th grade Math.

Overall contributing factors:

- Just prior to the start of the 22.23 school year, the decision was made to return teachers with the title "Interventionist" to the classrooms in response to a teacher shortage and a high number of instructional vacancies. When this decision was made, the master schedule was not altered to allocate a protected block of time during which students could receive targeted intervention. Additionally, instructional staff were providing Tier 2 interventions with minimal structures in place.
- In Winter of 2022, new administration was appointed, creating a new dynamic with an intentional focus on pedagogical structures to yield the largest, yet realistic effect size.
- The use of district-adopted curriculum, and instructional practices, such as differentiated small group instruction, collaborative planning, and tasks aligned to learning targets, previously identified as action steps were not pervasive.

4th grade:

CRPS began the school year with 4% of a gap in 4th grade student proficiencies when compared to both

District and State percentiles. Subsequent progress monitoring windows revealed a gap increase of 1% and 2% respectively between PM 2 and PM 3. A contributing factor to low 4th grade ELA performance was unstructured Tier 1 instruction and inadequate tracking of students identified as "in need of intervention".

5th grade:

The school year began with five 5th grade units; by the end of the first quarter, the unit count was reduced to four due to staffing. The fifth unit was dispersed amongst the remaining four units and instruction was provided by a long term substitute until January, when a certified teacher was transferred to fulfill the vacancy. CRPS began the school year with 3% of a gap compared to District proficiencies in 5th grade math. Subsequent progress monitoring windows revealed a gap increase of 6% and 2% respectively between PM 2 and 3.

3rd grade ELA 47% (above the District (46%), below the State (50%))

5th grade ELA 54% (lower than the District (57%) and tied the State (54%))

3rd grade Math 60% (lower than the District (62%), higher than the State (59%))

4th grade Math 58% (tied with the District (58%), lower than the State (61%))

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

The data component which showed the greatest decline from the 21.22 school year was in the area of ELA. 2022-2023 Assessment Data reflects 50% of students in grades 3-5 demonstrated proficiency in ELA, which yields no change in data collected from ELA results for the 21.22 school year. The data for proficiency in grades 3-5 is as follows:

3rd grade ELA 47% (above the District (46%), below the State (50%))

4th grade ELA 49% (significantly lower than both District (56%) and State (58%))

5th grade ELA 54% (lower than the District (57%) and tied the State (54%))

In conclusion, 4th and 5th grade proficiency levels had the largest influence resulting stagnant data for 22.23 ELA.

The following factors may have contributed to the static growth:

---Just prior to the start of the 22.23 school year, the decision was made to return teachers with the title "Interventionist" to the classrooms in response to a teacher shortage and a high number of instructional vacancies. When this decision was made, the master schedule was not altered to allocate a protected block of time during which students could receive targeted intervention.

--In Winter of 2022, new administration was appointed, creating a new dynamic with an intentional focus on pedagogical structures to yield the largest, yet realistic effect size.

--The use of district-adopted curriculum and instructional practices, such as differentiated small group instruction, collaborative planning, and tasks aligned to learning targets, previously identified as action steps were not implemented with fidelity prior to January 2023.

--Staffing complications occurred in both a 4th and a 5th grade classroom. A 5th grade classroom had a long term substitute until January 2023 and one of the 4th grade classrooms had a long term substitute the last quarter and a half of the school year.

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.

4th grade ELA 49% (significantly lower than both District (56%) and State (58%)) and 5th grade Science 41% (lower than the District (49%) and State (51%))

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

According to 21.22 data, 32% of third grade students demonstrated proficiency in mathematics. Reflective in 22.23 data, third grade students nearly doubled in percentage of proficiency at 60% scoring at or above a level 3 in mathematics.

For the 22.23 school year, all third grade students were in enrolled in 3rd grade Accelerated Math. Students were provided instruction in all third grade standards for approximately the first half of the school year, before beginning fourth grade standards the second half of the school year. Additionally, math "club" was provided for students in need of enrichment four to five days a week. Professional Development and ongoing support from the District Math TOSA and to provide modeled lessons, as well as support to implement MTRs and planning instruction with the Big M at each grade level began routinely in January 2023.

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

Crystal River Primary EWS data depicts nearly 10% of enrolled students have attendance records which meet or exceed 10% absenteeism. Eighteen students at Kindergarten and second grade, each demonstrate habitual absenteeism. As first and third grade students in the 23.24 school year, this poses a concern as students with low attendance records have a higher probability of exhibiting academic gaps.

An additional area of concern is the discrepancy in the number of students scoring a level 1 on FAST Reading in fourth grade compared to the number of 4th graders identified as failing their reading course. According to the data, thirteen fourth graders were identified as failing their reading course, yet 21 students scored a level 1. This poses the question around structured and constructive Tier 1 instruction as well as focused interventions and efficacious data tracking.

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

- Increase student attendance rate, K-5
- Increase student achievement in ELA, K-5 with a focus on grades 3-5
- Increase student achievement in Math, K-5 with a focus on grades 3-5
- Increase student achievement in Science in grade 5

Area of Focus

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

#1. 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.

According to 22.23 school data, nearly 10% of students at CRPS exhibit habitual absenteeism, missing 10% or more of the required days of attendance. The grade levels most effected by this data are first and third grade. At the conclusion of the 22.23 school year, thirteen first grade students were retained due to chronic deficiencies in reading; in third grade twenty-five students scored a level 1 as measured by FAST.

Measurable Outcome:

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

For the 2023.2024 school year, CRPS will decrease chronic absenteeism by 50%. No more than 5% of the overall population of CRPS will have less than 90% of their instructional days in attendance.

Monitoring:

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

Every Tuesday, administration and guidance will convene with the school social worker to review absenteeism and track students in need of early intervention from the previous week.

Person responsible for monitoring outcome:

Jennifer Kreuzsch (kreuschj@citrussschools.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.)

CRPS will focus on increasing communication with parents and guardians on the effects absenteeism has on student performance through written and phone correspondence. Beginning in September, a list of students who went through the CST process for the 22.23 school year will be reviewed. Written correspondence will be mailed to families indicating their child's attendance data for the previous school year as well as tips to avoid chronic absenteeism.

Early intervention of students will be monitored through the guidance department and all communication with families will be documented. Unsuccessful attempts to reach parents/guardians regarding their student's absenteeism will result in a home visit from the school social worker.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

As evidenced in a 2017 randomized experiment conducted by U.S. Department of Education, written correspondence reflecting student absenteeism from the previous year, encouraging families to improve their students attendance rate resulted in a 2.4% decline in absences.

In addition to correspondence, Child Study Teams will be held routinely, based on data. Students approaching the 10 day mark of absentees will be contacted for a CST with the school guidance counselor and social worker. Through outside partnership, resources to address familial concerns impacting attendance can be made available to qualifying families.

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 4 - Demonstrates a Rationale

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.

Each Tuesday, review lagging weekly attendance records with Administration, Guidance, and Social Worker to identify students developing a pattern of absenteeism. Each Friday, an absenteeism report will be generated through Skyward and shared with members of the Attendance team in preparation of Tuesday's meeting. All correspondence made by the teacher, guidance counselor, and/or social worker will also be reviewed.

Person Responsible: Jennifer Kreusch (kreuschj@citruschools.org)

By When: Progress toward goal of decreasing absenteeism by 50% will be monitored quarterly.

#2. 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.

2022.2023 data reflects 80% of teachers in their first two years of employment left CRPS. While the reason for their departure varied: one of the four teachers resigned in lieu of non-renewal; two teachers departed due to relocation of their families outside the district; one teacher held certification in secondary education and pursued an opportunity, retention and recruitment of teachers remains a high priority at CRPS.

For the 23.24 school year, a total of instructional staff members are new to education, three staff members joined CRPS from other district schools. With a higher than anticipated turn over rate, a focus for the 23.24 school year is to ensure staff members are provided continuing education opportunities, coaching, and support from administration.

Measurable Outcome:

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

CRPS has a goal to increase teacher retention and recruitment by 80%.

Monitoring:

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

Administration will do classroom visits at least three times a week; meet specifically with new teachers to get a pulse how they are feeling, reflect on practice, and provide feedback. Quarterly, staff surveys will be shared to collect feedback.

Person responsible for monitoring outcome:

Christina Touchton (touchtonc@citruschools.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.)

Through the District adopted Teacher Induction Program (TIP) and the New to the Building initiative, teachers new to the profession and/or new to the campus will participate in professional growth sessions to impact instructional practice.

Through TIP, novice educators will attend three district-wide sessions, focused on structure and systems within the county. This time also allows for networking and conferencing amongst other new educators. Additionally, the new hires are paired up with a mentor teacher to provide targeted feedback through monthly check-in meetings.

New to the Building sessions are held bi-weekly on campus. Content presented focuses on instructional practice, access to utilize tools available, how to prepare for conferences, while discussing the work of Harry Wong through a book study, "The First Days of School."

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to NCEE, teachers provided two consecutive years of comprehensive induction had a direct impact on student achievement yielded in the third year of classroom practice. Data reflects the increase of achievement was equivalent to moving students from the 50th to 54th percentile.

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 3 - Promising 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.

100% of teachers new to the profession will attend 80% or more of the New to the Building sessions and 100% of the Teacher Induction learning sessions.

Person Responsible: Connie Kane (kanec@citruschools.org)

By When: February 2024; all Teacher Induction and New to the Building sessions will be completed by month's end, February 2024.

#3. 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.

Reading achievement continues to be an area of concern at Crystal River Primary School with only 50% of all students in grades 3-5 demonstrating proficiency in Reading as measured by 2023 FAST for two consecutive years.

CRPS 2023 breakdown of data:

3rd grade increased their percentage of proficiency from 40% to 47%. However, this increase was not sufficient enough, leaving 52% of our third graders scoring below a level 3 and becoming the sole criterion for Crystal River Primary's RAISE status. Careful analysis of the data illustrates the largest deficit occurred in the standard, Reading Information Text with 22% of third graders scoring below the standard and 62% scoring At/Near the Standard for an overall 84% of third graders not meeting grade level proficiency.

4th grade decreased by 10%; 59% meeting grade level expectations to 49% with the largest deficit occurring in the Standard, Reading Across Genres & Vocabulary with 18% of fourth graders scoring below the standard and an additional 56% scoring At/Near the Standard for an overall 74% of fourth graders not meeting grade level expectations.

5th grade increased overall proficiency from 52% to 54% with the largest deficit occurring in the Standard, Reading Across Genres & Vocabulary with 22% of fifth graders scoring below the standard and 49% scoring At/Near the Standard for a total of 71% of 5th graders not meeting proficiency. However, this was not the Standard with the largest overall deficit; Reading Prose and Poetry had a larger number of 5th grade students score in the "At/Near Standard" than the other two reporting categories.

Measurable Outcome:

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

At the conclusion of the 2023.2024 school year, Crystal River Primary plans to see an overall proficiency increase in grades 3-5 ELA/Reading of at least 10% resulting in at least 60%.

- Third grade proficiency will increase from 47% to 57%
- Fourth grade proficiency will increase from 49% to 59%
- Fifth grade proficiency will increase from 54% to 64%

Monitoring:

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

Data Analysis following each progress monitoring window and Diagnostic window to triangulate student data and determine areas of success and/or needs.

Administration will closely monitor lesson planning through Power Planning structure every 4-5 weeks and consistent review of lesson plans for whole and small groups.

Classroom walk throughs will be conducted routinely with feedback provided to teachers no less than twice a month.

Person responsible for monitoring outcome:

Christina Touchton (touchtonc@citruschools.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.)

Through the use district adopted curriculum and approved supplemental programs, teachers will plan and deliver lessons/tasks aligned to grade level benchmarks. To address skill discrepancies, teachers will provide small group, differentiated instruction using reteach tools from Wonders and/or supplemental materials from i-Ready and/or UFLI.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Socioeconomic rate of 99%, our students lack experiences directly impacting their ability to draw upon or connect to background knowledge. As a result, explicit instruction and intentional efforts to build background knowledge are essential to our students' success. In addition to our students lack of background knowledge, lies the deficit of foundational reading skills. Many of our students struggle with a component of beginning reading skills and many have relied on technology, solely to fill the gaps instead of providing face-to-face instruction. Through consistent walkthroughs and feedback to teachers, explicit instruction in both whole group and small group settings are expected and closely monitored. Additionally, by creating protected time within the day for face-to-face interventions and enrichment to take place, in theory students will begin to show progress.

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 2 - Moderate 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.

Essential Questions will be used in every reading block lesson. Lessons should begin with the "EQ" and students will be expected to explain their learning/thinking at the conclusion of the lesson. Essential Questions will be aligned to grade level benchmarks.

Person Responsible: Christina Touchton (touchtonc@citruschools.org)

By When: Ongoing, to conclude in May 2024. Practice will be monitored weekly in lesson planning review and walkthroughs. Feedback regarding practice will be communicated through walkthrough tool and provided to teacher.

Instruction will be planned and delivered through district adopted curriculum or approved supplemental programs for each grade level.

Person Responsible: Christina Touchton (touchtonc@citruschools.org)

By When: Ongoing, to conclude in May 2024. Practice will be monitored weekly in lesson planning review and walkthroughs. Feedback regarding practice will be communicated through walkthrough tool and provided to teacher.

Explicit vocabulary instruction and student discourse to build background knowledge and bridge understanding. Students will be utilize student discourse to think critically, make connections to real-world events.

Person Responsible: Christina Touchton (touchtonc@citruschools.org)

By When: Ongoing, to conclude in May 2024. Practice will be monitored weekly in lesson planning review and walkthroughs. Feedback regarding practice will be communicated through walkthrough tool and provided to teacher.

Explicit targeted instruction and modeling in both whole group and small group settings. Students will be provided a concrete model on concepts and provided appropriate scaffolds to build understanding. Small group instruction may be determined through data or observation.

Person Responsible: Christina Touchton (touchtonc@citruschools.org)

By When: Ongoing, to conclude in May 2024. Practice will be monitored weekly in lesson planning review and walkthroughs. Feedback regarding practice will be communicated through walkthrough tool and provided to teacher.

Implementation of practices and learning from The Science of Reading. Teachers will participate in a professional learning community focused on The Science of Reading to influence reading instruction.

Person Responsible: Christina Touchton (touchtonc@citruschools.org)

By When: Ongoing, to conclude in May 2024. Practice will be monitored weekly in lesson planning review and walkthroughs. Feedback regarding practice will be communicated through walkthrough tool and provided to teacher.

Professional Learning Community on Comprehension Connections to increase student's ability to comprehend grade level texts for the purpose of learning as well as for enjoyment. PLC will consist of learning session where background information is built for teachers, as well as a "highlighted overview" of the targeted strategy. Teachers will then take the strategy back to their classroom, explicitly teach it, produce an artifact of the lesson and a summary of their reflection. The PLC will reconvene to discuss what was taught and each teacher will share their reflections.

Person Responsible: Christina Touchton (touchtonc@citruschools.org)

By When: Ongoing, to conclude in March 2024. Participation will be monitored during PLC sessions and evidence that strategy was taught/is in use in classrooms. Feedback will be provided to teachers.

Through the use of manipulative such as letter tiles, students will engage with concrete representation of abstract concepts while providing hands on learning opportunities to also promote visual understanding. Teachers in K-2 will utilize letter tiles for the purpose of Tier 1 phonics instruction while teachers in grade 3-5 may utilize manipulatives to provide intervention or teach multi-syllabic words, or affixes.

Person Responsible: [no one identified]

By When: Ongoing, to conclude in May 2024. Practice will be monitored weekly in lesson planning review and walkthroughs. Feedback regarding practice will be communicated through walkthrough tool and provided to teacher.

#4. 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.

Mathematical achievement was competitive for the 2023 school year as Crystal River Primary School scored within the same range as other neighboring elementary schools, but performed just below the state average in grades four and five. Comparative results from 2022 indicates an increase from 41% to 57% (+16) of students in grades 3-5 meeting proficiency levels in math.

CRPS 2023 breakdown of data:

3rd grade increased their percentage of proficiency from 32% to 60% with the largest deficit occurring in Number Sense and Multiplicative Reasoning with 20% of third graders scoring below the standard.

4th grade increased by 2%; 56% meeting grade level expectations to 58% with the largest deficit occurring in Geometric Reasoning, Measurement, and Data Analysis and Probability with 16% of fourth graders scoring below the standard.

Review of the 2023 assessment data illustrates 56% of fourth graders scored at/Near the standard for Number sense and operations with Whole Numbers.

5th grade increased overall proficiency from 37% to 52% with the largest deficit occurring in Geometric Reasoning, Measurement, and Data Analysis and Probability with 23% of fifth graders scoring below the standard.

Measurable Outcome:

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

At the conclusion of the 2023.2024 school year, Crystal River Primary plans to see an overall proficiency increase in grades 3-5 mathematics of at least 10% resulting in at least 67%.

- Third grade proficiency will increase from 60% to 70%
- Fourth grade proficiency will increase from 58% to 68%
- Fifth grade proficiency will increase from 52% to 62%

Monitoring:

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

Data Analysis following each progress monitoring window and Diagnostic window to triangulate student data and determine areas of success and/or needs.

Administration will closely monitor lesson planning through Power Planning structure every 4-5 weeks and consistent review of lesson plans for whole and small groups.

Classroom walk throughs will be conducted routinely with feedback provided to teachers no less than twice a month.

Person responsible for monitoring outcome:

Christina Touchton (touchtonc@citruschools.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.)

Through the use of the Big M and district adopted curriculum, teachers will plan and deliver lessons/tasks aligned to grade level benchmarks. To supplement skill discrepancies, teachers will provide small group, differentiated instruction using reteach tools from SAAVAS and/or supplemental materials from i-Ready.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Beginning in the 2022.2023 school year, all third grade students were enrolled in third grade accelerated math courses. Students who demonstrated a strength in mathematics were invited to a "math club" to expand their skills.

For the 2023.2024 school year, Crystal River Primary School elected to incorporate a hybrid model for 4th grade accelerated math. In other words, approximately 50% of fourth graders enrolled at CRPS will take the accelerated math course while the other half of students will take standard fourth grade math. Through the Power Hour build into the Master Schedule, students in need of intervention and/or enrichment will be provided supports with intent to increase academic achievement.

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.

Essential Questions will be used in every mathematical lesson. Lessons should begin with the "EQ" and students will be expected to explain their learning/thinking at the conclusion of the lesson. Essential Questions will be aligned to grade level benchmarks.

Person Responsible: Christina Touchton (touchtonc@citrusschools.org)

By When: Ongoing, to conclude in May 2024. Practice will be monitored weekly in lesson planning review and walkthroughs. Feedback regarding EQ will be communicated through walkthrough tool and provided to teacher.

Explicit targeted instruction and modeling in both whole group and small group settings. Students will be provided a concrete model on concepts and provided appropriate scaffolds to build understanding. Small group instruction may be determined through data or observation.

Person Responsible: Christina Touchton (touchtonc@citrusschools.org)

By When: Ongoing, to conclude in May 2024. Practice will be monitored weekly in lesson planning review and walkthroughs. Feedback regarding practice will be communicated through walkthrough tool and provided to teacher.

Use of manipulatives and real world connections to provide concrete representation of abstract concepts while providing hands on learning opportunities to also promote visual and spatial understanding.

Person Responsible: Christina Touchton (touchtonc@citrusschools.org)

By When: Ongoing, to conclude in May 2024. Practice will be monitored weekly in lesson planning review and walkthroughs. Feedback regarding practice will be communicated through walkthrough tool and provided to teacher.

Intentional spiral review rooted in data to close mathematical gaps in learning while providing on-going opportunities for students to connect to content; promote understanding and retention of skills .

Person Responsible: Christina Touchton (touchtonc@citrusschools.org)

By When: Ongoing, to conclude in May 2024. Practice will be monitored weekly in lesson planning review and walkthroughs. Feedback regarding practice will be communicated through walkthrough tool and provided to teacher.

Explicit vocabulary instruction and mathematical discourse to build background knowledge and bridge understanding to abstract concepts. Students will be utilize mathematical discourse to think critically and solve real-world problems.

Person Responsible: Christina Touchton (touchtonc@citrusschools.org)

By When: Ongoing, to conclude in May 2024. Practice will be monitored weekly in lesson planning review and walkthroughs. Feedback regarding practice will be communicated through walkthrough tool and provided to teacher.

Instruction will be planned and delivered through district adopted curriculum or approved supplemental programs in conjunction with the Big M for each grade level.

Person Responsible: Christina Touchton (touchtonc@citrusschools.org)

By When: Ongoing, to conclude in May 2024. Practice will be monitored weekly in lesson planning review and walkthroughs. Feedback regarding practice will be communicated through walkthrough tool and provided to teacher.

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a 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.

Based on 2022 data, Crystal River Primary Schools following subgroups with a Federal Index at or below 40 percent are:

- Black/African American at 33%; an increase from 27% in 2021
- Hispanic at 40%; a decrease from 45% in 2021
- Students with Disabilities at 25%, reflecting no change from 2021
- Multi-racial at 38%; an increase from 35% in 2021

Measurable Outcome:

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

At the conclusion of the 2023.2024 school year, the following measurable outcomes will be anticipated:

- Black/African American will increase from 33% to no less than 43%
- Hispanic subgroup will increase from 40% to no less than 50%
- Students with Disabilities will increase from 25% to no less than 41%
- Multi-racial subgroup will increase from 38% to no less than 48%

Monitoring:

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

Data Analysis following each progress monitoring window and Diagnostic window to triangulate subgroup data to determine areas of success and/or needs.

Classroom walk throughs will be conducted routinely with feedback provided to teachers no less than twice a month.

Person responsible for monitoring outcome:

Christina Touchton (touchtonc@citruschools.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.)

Through the use district adopted curriculum and approved supplemental programs, teachers will plan and deliver lessons/tasks aligned to grade level benchmarks. To address skill discrepancies, teachers will provide small group, differentiated instruction using reteach tools from Wonders and/or supplemental materials from Curriculum Associates and/or UFLI.

An emphasis on establishing positive relationships with students, their families, and communicating student progress will be monitored through call log/conference notes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Socioeconomic rate of 99%, our students lack experiences directly impacting their ability to draw upon or connect to background knowledge. As a result, explicit instruction and intentional efforts to build background knowledge are essential to our students' success. In addition to our students lack of background knowledge, lies the deficit of foundational reading skills. Many of our students struggle with a component of beginning reading skills and many have relied on technology, solely to fill the gaps instead of providing face-to-face instruction. Through consistent walkthroughs and feedback to teachers, explicit instruction in both whole group and small group settings are expected and closely monitored. Additionally, by creating protected time within the day for face-to-face interventions and enrichment to take place, in theory students will begin to show progress.

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 3 - Promising 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.

Students with disabilities will be supported in an inclusion model, providing exposure to their grade level standards with appropriate scaffolds provided by certified ESE teachers.

Person Responsible: Laura Kofmehl (kofmehl@citruschools.org)

By When: Ongoing, to conclude in May 2024. Monitoring and feedback regarding progress will be communicated in weekly meetings with ESE Specialist and ESE teachers.

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).

Crystal River Primary School began this process by conducting a comprehensive needs assessment to identify specific area where improvement is require. This process begins in the Spring with our District wide surveys. Once results are received, staff and parent/community groups (SAC) review the data to begin generating input. The survey data is combined with other evidence to support identified needs, including FAST assessment data and demographic information during the school improvement planning process. After all factors have been considered, prioritization of the needs based on urgency and impact to student success are identified. While considering prioritization of action steps, careful consideration of resources is critical to the development and sustainability of the plan. Not only must the budget be realistic, it must also reflect equity to ensure CRPS unique needs are addressed appropriately. Throughout the school year, implementation of interventions and activities will be monitored through weekly walkthroughs, observations, feedback during Power Planning (collaborative planning), and data analysis of broad bands of student achievement, as well as ESSA subgroups.

The School Improvement Plan is a living, breathing document within the school. Interventions and activities identified through the improvement process are routinely discussed and looked for throughout the building, as well as the data to support or disprove the effectiveness of the intervention. If adequate data suggests an intervention is not successful, it is incumbent on the Principal to reconvene the participants of the improvement planning and determine the appropriate response.

As a Targeted Support and Improvement school, Crystal River Primary has scheduled monthly walkthroughs with District Personnel to provide an additional lens in monitoring the implementation of interventions and activities, as well as collaborate on data perusal.

At the conclusion of the school year, the cycle will begin with the analysis of survey and student achievement data.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Overall, 87% of Crystal River Primary School Kindergarteners demonstrated end of the year proficiency as measured by STAR Early Literacy/Reading third progress monitoring window. First grade and Second grade students demonstrated 65% and 70% proficiency, respectively as measured by the STAR Reading in the third progress monitoring window.

Collectively, first grade demonstrated the least percentage of proficiency when compared to the other two grade levels in the K-2 band. This is further supported in the Early Warning Systems data which illustrates the highest number of students were retained in first grade for the 23.24 school year due to inconsistencies in literacy.

Phonics is the biggest area of concern for first grade students. While students demonstrated success in phonemic awareness, decoding and word building continues to be an area in need of further development. Professional Development for phonics instruction and small group instruction will be provided to teachers in K-2 to support development in foundational skills.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

52% of Crystal River Primary third grade students scored below a Level 3 as measured by FAST third progress monitoring assessment for the second consecutive year. Progress Monitoring (PM) 1 compared to PM 3 portrays a decrease in level ones and twos, with the largest decline in 53% scoring Level 1 to 24% in PM 3. The data depicts students are fairly consistent in performance across the B.E.S.T standards. In other words, there is not one cluster that stands out more so than others. What is most compelling is third grade students were consistently scoring just below "middle of the road" with a higher percentage of students earning a Level 2 than any other level category.

Review of assessment data for students in grades fourth and fifth arrive at the absolute same conclusion. The majority of the students at CRPS are scoring at a Level 2; performance across reading strands are recurrent in comparison.

Careful analysis of the data for grades 3-5 reflects an area of concentration would be best served at Reading Across Genres & Vocabulary. The instructional practice focus for the 23.24 school year is to increase explicit instruction balanced with appropriate scaffolds and to increase small group, differentiated instruction. It is evident in the data that Tier 1 instruction is where efforts should be focused in order to meet the greatest number of students. Utilizing data-based instruction from beginning of the

year assessments to target specific academic needs in small group using research based materials. Small group instruction should occur every day during the literacy block, which is not to be confused with students identified in need of intervention which will be provided to them during the Power Hour Intervention block for their specific grade level.

Professional Development for teachers on ways to increase performance in vocabulary and Reading Across Genres will be provided by District personnel and the school-based instructional coach.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Students in grades K-2 will increase their proficiency as measured by STAR Early Literacy/Reading in the third progress monitoring window by at least 10% across all grade levels.

Kindergarten will increase their proficiency from 88% to 98%

First grade will increase their reading proficiency from 65% to 75%

Second grade will increase their reading proficiency from 70% to 80%

Grades 3-5 Measurable Outcomes

Overall, only 50% of Crystal River Primary School's third, fourth, and fifth grade students scored at or above a Level 3 on the 2023 FAST assessment during progress monitoring window three.

From the 3-5 grade band, third grade students scored the least proficient with 52% below a Level 3 as measured by the third progress monitoring FAST window. The goal will be to increase third grade students performance from 47% to 57% proficiency as measured by 2024 FAST PM 3 assessment in Reading/ELA.

While fourth and fifth grade data did not meet qualifying criteria for RAISE, it is prudent to review and determine goals for ALL students.

As a result, 50% of fourth grade students scored at or above proficiency as measured by FAST PM 3. For the 2024 school year, progress will be closely monitored and tracked with the intent to increase proficiency from 50% to 60% as measured by 2024 FAST PM 3 assessment in Reading/ELA.

Additionally, 54% of fifth grade students scored at or above a Level 3 will increase to 64% proficiency as measured by 2024 FAST PM 3 assessment in Reading/ELA.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The area of focus of explicit instruction and appropriate scaffolds, coupled with differentiated small group instruction will be closely monitored through administrative walk throughs, review of lesson planning, and accountable collaboration with teachers.

Walk throughs will take place weekly, with intent to receive written feedback at least twice a month from administration. During the walk throughs, teachers are provided feedback on evidence of explicit instruction, scaffold supports, corrective feedback, and differentiation. Administration is monitoring the frequency and fidelity of each instructional practice and providing opportunities for conversations to celebrate and/or strengthen practice. Additional walkthroughs with District personnel will take place monthly to provide feedback toward implementation of practice to address area of focus.

Lesson plans are available to administration at the beginning of each week for the current week and will include whole group as well as specific, small group lesson plans. Teachers are supported in scrutinizing their classroom and other data sets to make instructional decisions to meet student needs during Tier 1 and small group differentiated instruction. Additionally, teachers are planning explicitly for students who receive interventions which are specific to the skill deficit outlined in formal and informal data sets.

Accountable collaboration comes with corrective feedback provided to teachers via walkthroughs and collaborative planning (Power Planning) which takes place once every 4-5 weeks. Grade level teams meet with the instructional coach and Principal to review data and have intentional conversations on class performance, as well as specific student performance. Time is allocated for teachers to plan collaborative with support of instructional coach and Principal to ensure lessons/tasks are aligned to benchmarks and include methods of formative assessments.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Touchton, Christina, touchtonc@citruschools.org

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Schoolwide professional development on The Science of Reading will be disseminated by the Crystal River Primary School Literacy Team. Each month, the Principal, Assistant Principal, and Instructional Coach will receive training by the Regional Literacy Director from FLDOE on The Science of Reading. At the school site, the leadership team will convene to debrief and train the Literacy team members who will

take it out to the grade level teams. Additionally, through IES What Works Clearinghouse, resource guides tailored to the literacy needs of students are available to help develop targeted interventions rooted in research. The guides will become a staple resource as tier 1 instruction and interventions are closely monitored.

As a Tier 1 Progress Monitoring program, all K-5 students will participate in three diagnostic windows for i-Ready Reading which will generate a specific learning path for students. Students will complete their required two to three lessons a week, based on their grade level. ESSA Rating of Moderate with an effect size +0.12

To address deficiencies in phonics, Crystal River Primary School adopted UFLI, an explicit and systematic program developed to increase beginning reading skills, emphasizing the importance of phonics instruction delivery. UFLI will be utilized in all K-2 Tier 1 instruction for thirty minutes a day during the literacy block. Students in need of phonic interventions in grades 3-5 will receive lessons from UFLI. Another supplemental program purchased for primary grades to practice decoding and fluency came from Curriculum Associates, decodable readers.

Students in grades 3-5 will receive explicit instruction with appropriate scaffolds during Tier 1 instruction, focused on vocabulary acquisition using District adopted curriculum, Wonders and supplemental programs from FCRR and Curriculum Associates: Tools for Instruction and Magnetic Reading.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

i-Ready through Curriculum Associates has an effective size of +0.12 with an ESSA Rating of Moderate. If the tools within i-Ready are accessible and utilized to supplement instruction, teachers have access to skill specific lessons and progress monitoring to assess student ability to transfer skills once taught. i-Ready lessons are aligned the the Florida B.E.S.T Benchmarks for grades K-5. Additionally, tools for instruction, teacher toolkit, and standards mastery reports are tools to continuously plan instruction for both whole and differentiated small group, which providing tools to also track student progress.

Magnetic Reading as reported by EdReports in February 2023, reveals a rating of "Meets Expectations" on alignment but does not report a useability rating.

In a UFLI Foundations districtwide pilot study published by WestEd in 2023 reports an effect size of 1.20 in Kindergarten students and 1.42 for first grade students. However, ESSA does not report a rating for UFLI Foundations, neither does ICE What Works Clearinghouse.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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The Science of Reading Professional Development for all teachers K-5. The professional learning community will be led by members of the Crystal River Primary School Literacy Team. The team comprised of the Principal, Assistant Principal, Instructional Coach, Media Specialist, Speech and Language Pathologist, and grade level representatives will be responsible for delivering professional development on topics and practices embedded in the Science of Reading.

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PLCs will meet monthly to review and deliver learning modules from The Science of Reading. Evidence of practice implementation will be captured in classroom walkthroughs and reflective conversation with teachers. In the event, instructional staff is unsure or struggles with implementation, scaffolds will be provided by the instructional coach to model in a gradual release process.

Professional Learning Community around Comprehension Connections facilitated by the Instructional Coach. Grade levels will meet one Wednesday a month before school during contract hours to receive an overview of the focus strategy and connect their learning session to required reading which must be completed prior to the session. Following the learning session, teachers will explicitly teach the strategy and with students, produce an artifact of learning. Approximately 2 weeks after the learning session, teachers will reconvene to share out their lesson with mixed grade level groups and discuss the logical progression of the strategy, as well as their reflections on the lesson and student learning.

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As Comprehension Connections is intended to assist students with reading comprehension, progress toward students ability to independently comprehend grade level assessments will be discussed during Power Planning sessions (once every 4-5 weeks as grade level teams) and other progress monitoring windows.

Teachers in grades K-2 will participate in ongoing professional learning opportunities focused on the implementation of UFLI. With support of the District Program Specialist for ELA, teachers will participate in ongoing reflection on UFLI lessons. Representatives from K-2 also serve on the Crystal River Primary Literacy Team and will provide grade level feedback pertaining to UFLI lessons and observations made by teachers in their grade level. Results of successful implementation will be evident in the progress monitoring data (STAR) and i-Ready Diagnostics, as well as student's individual learning paths.

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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 school improvement plan, budget, and SWP is communicated with staff, parents, and community stakeholders throughout the course of the school year. Beginning in August/September, parents/families and community members are invited to review and provide input on the school improvement plan through the School Advisory Council.

Following the approval of CRPS SIP, an email containing the link to the document will be shared with families through Skylert Messaging system. This process will be followed again in January and March to keep families and community members informed of school action steps and progress toward goals.

CRPS will post the approved SIP, and budget review to the CRPS webpage, which can be found at: <https://crp.citruschools.org/>

At the conclusion of each progress monitoring window, the SIP, budgets, and SWP are revisited with staff to review progress towards implementation of action steps. Through the use of walkthrough data and progress monitoring assessment data, administration and staff will identify trends to determine effectiveness of the School Improvement Plan.

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))

Crystal River Primary School prides itself on establishing open lines of communication with students, staff, parents, and community members. Every Sunday at 6 pm, the Principal conducts a recorded call out to all families, followed by a transcript of the call as an email. The information contained in the communication highlights upcoming dates and events while also providing background information to families.

Beginning at the end of August, each grade level teams hosted a family information night at CRPS. The purpose of the evening was to provide an overview of campus wide expectations, programs, and tools provided by administration before parents/guardians were invited to receive insight on a more specific classroom level by their child's teacher(s). Topics included Title I school requirements, Positive Behavioral Supports, Citrus County Code of Student Conduct review, grading practices, classwork/homework expectations, field trip plans, communication methods, volunteer/chaperoning opportunities.

At the end of September, parents/guardians are invited to attend parent/teacher conferences. During this meeting with their child's teacher(s), parents are given an overview of their student's progress and provided resources to extend support at home.

Within the first month of school, all instructional staff made phone calls home to begin establishing open

lines of communication and a positive relationship with families. All staff is encouraged to celebrate positive behavior across the campus and can nominate students to be recognized. This is celebrated by providing students a brag-tag, a positive referral, a post highlighting the student on the school social media page, and a phone call home by administration.

Administration at CRPS is available to meet in person or have a phone conversation with families, community members, and staff to discuss ideas, received feedback, and address concerns. Parents, staff, and community members are invited to participate in the School Advisory Council, which meets quarterly.

At the conclusion of each progress monitoring window and academic quarter, parents/families are provided an overview of their student's progress as teachers provide individualized reports from FAST assessments and report card comments. Each quarter, teachers are required to provide specific feedback pertaining to each child's academic and behavioral progress through the report card comment feature.

Crystal River Primary School supports families through partnerships with local businesses to provide donations of school supplies, clothing, and food. Through the Bear Cub Boutique, families identified as economically disadvantaged are invited to "shop" for clothing and school supplies. During the holiday months of November and December, approximately 50-100 families are provided meals.

The many donors who contribute to CRPS are recognized in the monthly school newsletters, thank you cards, and a Spring appreciation luncheon.

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)

For the 2023.2024 school year, a committee was established to review and revise the Master Schedule. It was agreed that in the 22.23 school year, there was insufficient time in the school day to address the necessary interventions which directly impacted instruction.

The committee determined that by reducing the number of minutes in special areas (PE, Art, and Music) from 50 minutes to 45 allowed to an additional block of 45-50 minutes per grade level dedicated solely to interventions and enrichment. Additionally, through Title I funds, additional paraprofessionals were hired and as a result, each classroom has a paraprofessional assigned to support the efforts of Power Hour (intervention/enrichment block). This doubles the man power in every classroom, providing additional support to execute small group and/or data collection for the purpose of progress monitoring.

In fourth grade for the 2023.2024 school year, a hybrid model of accelerated math will be available to students who qualify. Each grade level's math block is no less than 60 minutes a day, allowing ample time for whole group and small group lessons.

Each grade level has 120 minutes of protected ELA instruction in their day, to include the integration of Social Studies. Paraprofessionals have been assigned to classrooms to provide supports in ELA based on student/teacher need, however, every classroom has ELA support at some point during their 120 block of time.

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))

The Title I plan is devised by a committee of stakeholders which convene to review and discuss academic and behavioral data before determining necessary next steps to enhance student's learning. Beginning in the fall, stakeholders are provided an overview of the Progress monitoring, diagnostic, and discipline data to begin the identification of trends and plausible responses to the data. This process is repeated quarterly with new data available.

As a Title I school, all of our students receive free breakfast and lunch through the Federal Nutrition Program. Crystal River Primary School works closely with the CCSB Food Services department to ensure students have access to healthy meals to support their overall cognitive and behavioral development. After school programs devised by Crystal River Primary School Staff are supported through Food Services with the After School power snack program to provide students a healthy snack between lunch and dinner on the days the club meets. Food Services also supports our local YMCA after school care program with the same healthy snack option five days a week for all students who attend after school care and choose to participate.