

Citrus County Schools

# Crystal River High School



2023-24

Schoolwide Improvement Plan (SIP)

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# Crystal River High School

3195 CRYSTAL RIVER HIGH DR, Crystal River, FL 34428

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

## School Board Approval

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

## SIP Authority

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

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

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

## **Purpose and Outline of the SIP**

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

## I. School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

One crew. One ship. One voyage.

### 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
McLeod, Phillip	Principal	<p>QUALIFICATIONS:</p> <ul style="list-style-type: none"> <li>(1) Master’s Degree in education or related field.</li> <li>(2) Certified and/or eligibility in administration and supervision, educational leadership, or School Principal in the State of Florida.</li> <li>(3) Minimum of five (5) years successful educational experience, including administrative experience or significant leadership roles.</li> </ul> <p>KNOWLEDGE, SKILLS AND ABILITIES:</p> <p>Ability to prepare and manage the school’s budget and allocated resources. Ability to read, interpret and enforce the State Board Rules, Code of Ethics, School Board Policies, and appropriate state and federal statutes. Ability to use effective interview techniques, coaching procedures, and evaluation procedures. Ability to enforce collective bargaining agreements. Ability to use effective public speaking skills, group dynamics and interaction skills, and problem-solving skills. Skills in personnel management and supervision techniques. Ability to communicate effectively orally and in writing. Ability to analyze and use data. Knowledge of current educational trends in curriculum and research. Knowledge and understanding of the unique needs and characteristics of high school students.</p> <p>REPORTS TO:</p> <p>Superintendent and Assistant Superintendent of School Operations</p> <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>SUPERVISES:</p> <p>Administrative, Instructional, Support, and Service Personnel at the assigned school.</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <ul style="list-style-type: none"> <li>(1) Provide leadership in the continuous improvement of the total educational program in the school. *</li> <li>(2) Manage and administer the overall instructional program of the school. *</li> <li>(3) Manage and administer the overall activities of assessing and developing the instructional program of the school. *</li> <li>(4) Provide leadership and facilitate the accreditation program at the school. *</li> <li>(5) Involve others in the decision-making process and encourage teamwork, collaboration and partnerships. *</li> <li>(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. *</li> <li>(7) Participate, as requested, in District-wide curriculum development and</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>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 maximum life and use of the facility. *</p> <p>(16) Provide leadership for student discipline and implement disciplinary procedures and policies that ensure a safe and orderly environment. *</p> <p>(17) Facilitate, manage and supervise financial planning for the school, including the preparation of the school's budget. *</p> <p>(18) Manage and supervise the wise use of financial resources for the school. *</p> <p>(19) Manage and administer purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. *</p> <p>(20) Oversee financial accounting to ensure judicious management of all school funds. *</p> <p>(21) Manage and supervise the preparation of financial reports for the school. *</p> <p>(22) Manage and supervise student accounting and attendance procedures at the school. *</p> <p>(23) Coordinates with the Food Service Director to oversee and supervise the school food service program. *</p> <p>(24) Serve as a liaison between the school and community and provide leadership for positive school / community relations. *</p> <p>(25) Serve as the liaison between the school and business community and provide leadership for the development of partnerships to benefit the school. *</p> <p>(26) Keep well informed about current trends in education. *</p> <p>(27) Keep well informed of policy, procedures, instructional programs, potential problems and the resolution of existing problems. *</p> <p>(28) Keep staff informed of policy, procedures, instructional programs, potential</p>



Name	Position Title	Job Duties and Responsibilities
		<p>problems and the resolution of existing problems. *</p> <p>(29) Keep Superintendent and appropriate District staff informed of problems and events of unusual nature. *</p> <p>(30) Oversee and maintain accountability for property inventory records and security of school property. *</p> <p>(31) Oversee the development of a master schedule for teachers. *</p> <p>(32) Provide leadership for and coordinate the supervision of extracurricular activities / events / programs. *</p> <p>(33) Approve all school-sponsored activities and maintain a calendar for all school events. *</p> <p>(34) Provide for the articulation of the school's instructional program and services among school personnel. *</p> <p>(35) Provide leadership for the school improvement and accountability process. *</p> <p>(36) Provide leadership for the development and maintenance of an environment that is conducive to teaching and learning. *</p> <p>(37) Assume all duties and responsibilities in Florida statutes. *</p> <p>(38) Provide leadership to ensure that appropriate staff development activities are available to meet staff needs in carrying out the school improvement plan. *</p> <p>(39) Supervise and coach assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. *</p> <p>(40) Coordinates with the Executive Director of Support Services to supervise and coordinate and oversee transportation services at the school. *</p> <p>(41) Establish procedures to be used in the event of a school crisis or civil disobedience and provide leadership in the event of such happenings. *</p> <p>(42) Implement School Board policy, State statutes and federal regulations as they pertain to the school. *</p> <p>(43) Establish the job assignments for all school-site administrators and assess the school-site administrator's performance. *</p> <p>(44) Manage and supervise the school's athletic and student activity programs, including the selection of club sponsors and coaches. *</p> <p>(45) Maintain visibility and accessibility on the school campus. *</p> <p>(46) Participate in the development of the District strategic plan, District school calendar, District staffing plan and manpower plans. Manage and administer school functions relating to these items.</p> <p>(47) Assign and supervise school personnel to special projects for the enhancement of the school.</p> <p>(48) Attend school-related activities and events. *</p> <p>(49) Participate in leadership development activities.</p> <p>(50) Perform job responsibilities with sustained focus and attention to detail for extended periods of</p>

Name	Position Title	Job Duties and Responsibilities
		<p>time.*                      (51) Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Einspahr, Michael	Assistant Principal	<p>QUALIFICATIONS:                      (1) Master’s Degree or higher.                      (2) Certification in educational leadership or equivalent.                      (3) Minimum of three (3) years successful teaching experience.</p> <p>KNOWLEDGE, SKILLS AND ABILITIES:                      Ability to interpret and enforce State Board rules and School Board policies. Knowledge of collective bargaining agreements. Ability to use effective public relations skills. Ability to analyze data. Ability to use effective interview techniques, effective public speaking skills, and problem-solving skills. Ability to provide instructional leadership based on current educational trends and research. Knowledge of group and cultural dynamics. Demonstrated effective written and oral communication skills. Skills in personnel management, interaction, supervision techniques, coaching and evaluation procedures, and conflict resolution.</p> <p>REPORTS TO:                      School Principal</p> <p>JOB GOAL: To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District.</p> <p>SUPERVISES:                      Instructional, Support, and Service Personnel as assigned by the Principal</p> <p>PERFORMANCE RESPONSIBILITIES:                      (1) Provide assistance and feedback to school personnel. *                      (2) Develop and implement the school’s instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. *                      (3) Develop the master teaching schedule and assign teachers according to identified needs. *                      (4) Utilize current educational trends in the planning and preparation of the school instructional program. *                      (5) Interpret and enforce School Board policy, state statutes and federal regulations. *                      (6) Implement the accreditation program for the assigned school. *                      (7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. *                      (8) Manage and administer the testing program for the school. *                      (9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. *</p>

Name	Position Title	Job Duties and Responsibilities
		<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> <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>

Name	Position Title	Job Duties and Responsibilities
		<p>*</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>

**QUALIFICATIONS:**

- (1) Master’s Degree or higher.
- (2) Certification in educational leadership or equivalent.
- (3) Minimum of three (3) years successful teaching experience.

**KNOWLEDGE, SKILLS AND ABILITIES:**

Ability to interpret and enforce State Board rules and School Board policies. Knowledge of collective bargaining agreements. Ability to use effective public relations skills. Ability to analyze data. Ability to use effective interview techniques, effective public speaking skills, and problem-solving skills. Ability to provide instructional leadership based on current educational trends and research. Knowledge of group and cultural dynamics. Demonstrated effective written and oral communication skills. Skills in personnel management, interaction, supervision techniques, coaching and evaluation procedures, and conflict resolution.

**REPORTS TO:**

School Principal

**JOB GOAL:** To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District.

**SUPERVISES:**

Instructional, Support, and Service Personnel as assigned by the Principal

**PERFORMANCE RESPONSIBILITIES:**

- (1) Provide assistance and feedback to school personnel. \*
- (2) Develop and implement the school’s instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. \*

Dyer,  
Clifford      Assistant  
Principal

Name	Position Title	Job Duties and Responsibilities
		<p>(3) Develop the master teaching schedule and assign teachers according to identified needs. *</p> <p>(4) Utilize current educational trends in the planning and preparation of the school instructional program. *</p> <p>(5) Interpret and enforce School Board policy, state statutes and federal regulations. *</p> <p>(6) Implement the accreditation program for the assigned school. *</p> <p>(7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. *</p> <p>(8) Manage and administer the testing program for the school. *</p> <p>(9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. *</p> <p>(10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. *</p> <p>(11) Provide leadership in the event of school crisis and/or civil disobedience. *</p> <p>(12) Provide leadership in the school improvement process. *</p> <p>(13) Administer and develop teacher duty rosters for the school. *</p> <p>(14) Provide supervision while maintaining visibility about the campus and classroom. *</p> <p>(15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. *</p> <p>(16) Interpret and enforce the District's Code for Student Conduct. *</p> <p>(17) Supervise all facets of the registration process. *</p> <p>(18) Coordinate the production of pre-planning materials. *</p> <p>(19) Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. *</p> <p>(20) Comply with provisions of collective bargaining agreements. *</p> <p>(21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. *</p> <p>(22) Develop and maintain positive school/community relations and act as a liaison between school and community. *</p> <p>(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</p>

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		<p>include assisting in the preparation of the school's budget. *</p> <p>(30) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. *</p> <p>(31) Supervise the function of student accounting at the school, as it pertains to funding and attendance. *</p> <p>(32) Manage and administer the attendance policy and procedures. *</p> <p>(33) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. *</p> <p>(34) Coordinate data processing activities as assigned. *</p> <p>(35) Provide leadership for, and supervision of, extracurricular activity programs. *</p> <p>(36) Participate in the administration of the school's athletic program. *</p> <p>(37) Assist in managing and supervising the student activity programs, including the selection of club sponsors. *</p> <p>(38) Approve school-sponsored activities and maintain a calendar of all school events. *</p> <p>(39) Assume responsibility of the school when the Principal is absent from the building. *</p> <p>(40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.*</p> <p>(41) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>(42) Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Elliott, Stacie	Assistant Principal	<p><b>QUALIFICATIONS:</b></p> <p>(1) Master's Degree or higher.</p> <p>(2) Certification in educational leadership or equivalent.</p> <p>(3) Minimum of three (3) years successful teaching experience.</p> <p><b>KNOWLEDGE, SKILLS AND ABILITIES:</b></p> <p>Ability to interpret and enforce State Board rules and School Board policies. Knowledge of collective bargaining agreements. Ability to use effective public relations skills. Ability to analyze data. Ability to use effective interview techniques, effective public speaking skills, and problem-solving skills. Ability to provide instructional leadership based on current educational trends and research. Knowledge of group and cultural dynamics. Demonstrated effective written and oral communication skills. Skills in personnel management, interaction, supervision techniques, coaching and evaluation</p>



Name	Position Title	Job Duties and Responsibilities
		<p>procedures, and conflict resolution.</p> <p>REPORTS TO: School Principal</p> <p>JOB GOAL: To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District.</p> <p>SUPERVISES: Instructional, Support, and Service Personnel as assigned by the Principal</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <ol style="list-style-type: none"> <li>(1) Provide assistance and feedback to school personnel. *</li> <li>(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. *</li> <li>(3) Develop the master teaching schedule and assign teachers according to identified needs. *</li> <li>(4) Utilize current educational trends in the planning and preparation of the school instructional program. *</li> <li>(5) Interpret and enforce School Board policy, state statutes and federal regulations. *</li> <li>(6) Implement the accreditation program for the assigned school. *</li> <li>(7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. *</li> <li>(8) Manage and administer the testing program for the school. *</li> <li>(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. *</li> <li>(10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. *</li> <li>(11) Provide leadership in the event of school crisis and/or civil disobedience. *</li> <li>(12) Provide leadership in the school improvement process. *</li> <li>(13) Administer and develop teacher duty rosters for the school. *</li> <li>(14) Provide supervision while maintaining visibility about the campus and classroom. *</li> <li>(15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. *</li> <li>(16) Interpret and enforce the District’s Code for Student Conduct. *</li> <li>(17) Supervise all facets of the registration process. *</li> <li>(18) Coordinate the production of pre-planning materials. *</li> <li>(19) Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. *</li> <li>(20) Comply with provisions of collective bargaining agreements. *</li> <li>(21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. *</li> <li>(22) Develop and maintain positive school/community relations and act as a</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>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> <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>



**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.

CRHS began the development of the School Improvement Plan by analyzing student data at the administrative level. From there, the team invited the staff as well as several community members and parents to participate in a planning meeting during the summer months. The goal of this meeting was to work in teams to review the data and look for trends, areas of concern, and strengths. This team identified target areas of focus and collaborated to develop potential strategies that may lead to improvement.

During the first week of school, teachers were again presented with a variety of data relative to academic progress, student attendance, discipline records and survey results from students, staff and parents.

Teachers worked in content area teams to review the data and discuss areas of focus and strategies for improvement. The information developed from these two meetings was utilized to drive the construction of the 2023-24 School Improvement Plan.

On September 25, 2023 the School Improvement Plan will be presented to the School Advisory Council and voted on for approval.

**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))

- \* BLA's in collaborative meetings
- \* Continuous data analysis of content areas
- \* Classroom walk throughs - providing feedback
- \* Targeted assistance
- \* Artifact presentation during PD

**Demographic Data**

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School PK, 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	21%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	90%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No

<p><b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)</p>	<p>Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)*</p>
<p><b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.</p>	<p>2021-22: C 2019-20: I 2018-19: B 2017-18: B</p>
<p><b>School Improvement Rating History</b></p>	
<p><b>DJJ Accountability Rating History</b></p>	

## II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	45	46	50	39	45	51	44		
ELA Learning Gains				36			43		
ELA Lowest 25th Percentile				23			38		
Math Achievement*	26	28	38	29	26	38	31		
Math Learning Gains				36			20		
Math Lowest 25th Percentile				33			11		
Science Achievement*	60	66	64	51	35	40	55		
Social Studies Achievement*	54	64	66	56	38	48	66		
Middle School Acceleration					33	44			
Graduation Rate	88	90	89	87	60	61	90		
College and Career Acceleration	41	51	65	42	65	67	41		
ELP Progress		35	45						

\* 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	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	314
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	88

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	432
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	87

**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	33	Yes	4	
ELL	9	Yes	1	1
AMI				

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%
ASN				
BLK	41			
HSP	45			
MUL	43			
PAC				
WHT	54			
FRL	45			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	3	1
ELL				
AMI				
ASN				
BLK	33	Yes	1	
HSP	42			
MUL	35	Yes	1	
PAC				
WHT	45			
FRL	39	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	45			26			60	54		88	41	
SWD	27			19			33	26		7	6	

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
ELL				9							1	
AMI												
ASN												
BLK	31			18			61	38		20	6	
HSP	30			21			61	39		39	6	
MUL	42			22			75	31			4	
PAC												
WHT	48			28			59	58		42	6	
FRL	38			21			52	41		36	6	

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	39	36	23	29	36	33	51	56		87	42	
SWD	19	35	24	17	28		34	16		70	13	
ELL												
AMI												
ASN												
BLK	18	26		10			20	27		93	36	
HSP	33	36	29	33	45		30	53		88	35	
MUL	22	20		16			40			85	27	
PAC												
WHT	41	38	22	31	36	36	55	59		86	43	
FRL	33	34	26	23	31	30	44	52		84	36	

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	44	43	38	31	20	11	55	66		90	41	
SWD	14	27	23	34	32	12	28	23		79	9	
ELL												
AMI												
ASN												

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
BLK	35	41	27	14	24		44	40		83	30	
HSP	40	42	36	35	27		50	68		95	42	
MUL	33	41		20	10		40			82		
PAC												
WHT	46	44	39	33	19	12	58	67		90	43	
FRL	35	37	35	24	16	9	46	55		87	33	

**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
10	2023 - Spring	38%	44%	-6%	50%	-12%
09	2023 - Spring	48%	47%	1%	48%	0%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	20%	37%	-17%	50%	-30%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	30%	38%	-8%	48%	-18%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	63%	-5%	63%	-5%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	62%	-9%	63%	-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.**

Student performance is lowest in the area of overall Math Achievement as data indicates 26% of students participating in the Algebra 1 and Geometry EOC demonstrated proficiency. More specific data indicates a 22% proficiency rate in Algebra 1 and a 30% proficiency rate in Geometry.

Possible factors contributing to low performance may include:

- \* a need for improved instructional practices
- \* a need for improved utilization of formative assessments to drive instruction
- \* a need for intervention processes that will allow for students to receive specific individualized instruction in targeted areas of need
- \* a need for increased student motivation to be successful
- \* a need for improved student attendance
- \* a need for improved staff attendance

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

The data component showing the greatest decline from the previous school year is performance on the Geometry EOC. Overall achievement dropped from 40% of students demonstrating proficiency during the 2021-22 school year to only 30% demonstrating proficiency during the 2022-23 school year. This is a decline of 10%.

Possible factors contributing to the decline in performance may include:

- \* a need for in-depth understanding of expected outcomes of the geometry standards
- \* a need for instructional interventions when students demonstrate low performance on formative assessments
- \* a need for team collaboration in order to improve planning processes and instructional outcomes
- \* a need for increased student motivation to be successful
- \* a need for consistency in instructional personnel assigned to the given content area of Geometry

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

The data component showing the greatest gap when compared to the state average is performance on the Geometry EOC. CRHS students demonstrated a 30% proficiency level as compared to an average proficiency level of 45% from the state, indicating a gap of 15%.

Possible factors contributing to the gap in performance may be:

- \* a need for in-depth understanding of expected outcomes of the geometry standards
- \* a need for instructional interventions when students demonstrate low performance on formative assessments
- \* a need for team collaboration in order to improve planning processes and instructional outcomes
- \* a need for increased student motivation to be successful
- \* a need for consistency in instructional personnel assigned to the given content area of Geometry

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

The data component showing the most improvement from the previous school year is performance on the Biology EOC. Overall achievement increased from 51% of students demonstrating proficiency during the 2021-22 school year to 57% demonstrating proficiency during the 2022-23 school year. This is an increase of 6%.

New actions taken in this area included:

- \* The testing environment was improved by adjusting the assessment schedule so that students were able to test during their regularly assigned Biology Class Period. As a result, classroom teachers and proctors noticed an increase in preparedness and engagement during testing.

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

Not applicable to High School at this time.

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

1. Improve instructional strategies across all content areas.
2. Improve teacher ability to utilize formative assessments and provide valuable and timely feedback to students.
3. Administration will consistently observe instruction and provide specific and individualized feedback to teachers to facilitate continuous improvement.

**Area of Focus**

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



## #1. ESSA Subgroup specifically relating to Students with Disabilities

### Area of Focus Description and Rationale:

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

Students with Disabilities have been identified at CRHS as a subgroup demonstrating critical need. The following data indicates specific areas of concern for these students:

- \* Overall ELA Achievement - 19%
- \* Overall ELA Learning Gains - 35%
- \* ELA Learning Gains of the Bottom Quartile - 24%
- \* Overall Math Achievement - 17%
- \* Overall Math Learning Gains - 28%
- \* Overall Science Achievement - 34%
- \* Overall Social Studies Achievement - 16%
- \* Graduation Rate (20-21) - 70%

Students with disabilities demonstrated a lower performance rate in every category above as compared to the "All Students" category. As a result of the combined data this subgroup received a Federal Index Rating of 28%. This falls short of the expected rating of 41% or higher.

### Measurable Outcome:

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

Students with Disabilities at CRHS will increase their Federal Index Rating by a minimum of 13% to meet the required 41% during the 2023-24 school year.

### Monitoring:

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

The measurable outcome defined will be monitored for the desired outcome through:

- \* Building level administrators will review lesson plans to ensure lessons are standards based and provide for differentiation to meet student learning needs
- \* Building level administrators will conduct walk-throughs to ensure effective instructional strategies are implemented and accommodations are being met
- \* The Leadership Team will monitor students achievement data monthly (specific to SWD students) to look for learning trends and address critical needs

### Person responsible for monitoring outcome:

Michael Einspahr (einspahrm@citrusschools.org)

### Evidence-based Intervention:

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

At CRHS, SWD not meeting proficiency in ELA will be placed in a reading intervention course with non-disabled peers and will participate in ACHIEVE 3000, a research based reading program.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for this intervention is that it allows for an additional 50 minutes of reading practice daily beyond their assignment in an English course. The ACHIEVE 3000 reading program differentiates based on student reading level and provides practice in their specific area of weakness. The program allows teachers to monitor learning progress daily.

### **Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement**

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

Teachers will participate in professional development opportunities that promote improved instructional capacity. Professional development will align with the highly effective practices identified in the District Practice Profile Tool and the teachings of The Fundamental Five (by Sean Cain and Mike Laird) and Strategies that Work (by Stephanie Harvey and Anne Goudvis).

**Person Responsible:** Michael Einspahr (einspahrm@citruschools.org)

**By When:** Teachers will participate in professional development an average of three times per month through April 2024.

ESE Teachers will participate in monthly collaboration. Led by the ESE Specialist, teachers will analyze student data to identify areas of academic need and discuss action plans to meet those needs.

**Person Responsible:** Michael Einspahr (einspahrm@citruschools.org)

**By When:** ESE Teachers will meet once each month through April 2024.

The ESE Specialist will establish an alternate setting to meet the needs of accommodated students (time, space, small groupings). The setting will allow for students to receive individualized assistance with classwork and an alternate setting for testing when necessary.

**Person Responsible:** Michael Einspahr (einspahrm@citruschools.org)

**By When:** The alternate setting will be established by September 2023.

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

### Area of Focus Description and Rationale:

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

Black/African American Students have been identified at CRHS as a subgroup demonstrating critical need. The following data indicates specific areas of concern for these students:

- \* Overall ELA Achievement - 18%
- \* ELA Learning Gains - 26%
- \* Overall Math Achievement - 10%
- \* Overall Science Achievement - 20%
- \* Overall Social Studies Achievement - 27%
- \* Graduation Rate (20-21) - 93%

Black/African American Students demonstrated a lower performance rate in every category above as compared to the "All Students" category. As a result of the combined data this subgroup received a Federal Index Rating of 33%. This falls short of the expected rating of 41% or higher.

### Measurable Outcome:

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

Black/African American Students at CRHS will increase their Federal Index Rating by a minimum of 8% to meet the required 41% during the 2023-24 school year.

### Monitoring:

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

The measurable outcome defined will be monitored for the desired outcome through:

- \* Building level administrators will review lesson plans to ensure lessons are standards based and provide for differentiation to meet student learning needs
- \* Building level administrators will conduct walk-throughs to ensure effective instructional strategies are implemented and accommodations are being met
- \* The Leadership Team will monitor students achievement data monthly (specific to Black/African American students) to look for learning trends and address critical needs

### Person responsible for monitoring outcome:

Stacie Elliott (elliotts@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.)

At CRHS, Black/African American students not meeting proficiency in ELA will be placed in a reading intervention course and will participate in ACHIEVE 3000, a research based reading program.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rational for this intervention is that it allows for an additional 50 minutes of reading practice daily beyond their assignment in an English course. The ACHIEVE 3000 reading program differentiates based on student reading level and provides practice in their specific area of weakness. The program allows teachers to monitor learning progress daily.

### Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

Teachers will participate in professional development opportunities that promote improved instructional capacity. Professional development will align with the highly effective practices identified in the District Practice Profile Tool and the teachings of The Fundamental Five (by Sean Cain and Mike Laird) and Strategies that Work (by Stephanie Harvey and Anne Goudvis).

**Person Responsible:** Michael Einspahr (einspahrm@citruschools.org)

**By When:** Teachers will participate in professional development an average of three times per month through April 2024.

Teachers instructing Algebra 1, Geometry, Grade 9/10 ELA, Grade 11/12 ELA, Reading Intervention, US History and Biology will participate in bi-monthly collaboration. Led by the Department Head or Team Leader, teachers will analyze student data to identify areas of academic need and discuss action plans to meet those needs. Additionally, they will plan for standards-based, intensive and rigorous instruction as a team to meet the needs of their content areas.

**Person Responsible:** Phillip McLeod (mcleodp@citruschools.org)

**By When:** Teachers will plan collaboratively a minimum of once per week through May 2023.

### #3. ESSA Subgroup specifically relating to Multi-Racial

#### 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.

Multi-Racial Students have been identified at CRHS as a subgroup demonstrating critical need. The following data indicates specific areas of concern for these students:

- \* Overall ELA Achievement - 22%
- \* Overall ELA Learning Gains - 20%
- \* Overall Math Achievement - 16%
- \* Overall Science Achievement - 40%
- \* Graduation Rate (20-21) - 85%

Multi-Racial Students demonstrated a lower performance rate in every category above as compared to the "All Students" category. As a result of the combined data this subgroup received a Federal Index Rating of 35%. This falls short of the expected rating of 41% or higher.

#### Measurable Outcome:

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

Multi-Racial Students at CRHS will increase their Federal Index Rating by a minimum of 6% to meet the required 41% during the 2023-24 school year.

#### Monitoring:

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

The measurable outcome defined will be monitored for the desired outcome through:

- \* Building level administrators will review lesson plans to ensure lessons are standards based and provide for differentiation to meet student learning needs
- \* Building level administrators will conduct walk-throughs to ensure effective instructional strategies are implemented and accommodations are being met
- \* The Leadership Team will monitor students achievement data monthly (specific to Multi-racial students) to look for learning trends and address critical needs

#### Person responsible for monitoring outcome:

Stacie Elliott (elliotts@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.)

At CRHS, Multi-racial students not meeting proficiency in ELA will be placed in a reading intervention course and will participate in ACHIEVE 3000, a research-based program.

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for this intervention is that it allows for an additional 50 minutes of reading practice daily beyond their assignment in an English course. The ACHIEVE 3000 reading program differentiates based on student reading level and provides practice in their specific area of weakness. The program allows teachers to monitor learning progress daily.

#### Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

Teachers will participate in professional development opportunities that promote improved instructional capacity. Professional development will align with the highly effective practices identified in the District Practice Profile Tool and the teachings of The Fundamental Five (by Sean Cain and Mike Laird) and Strategies that Work (by Stephanie Harvey and Anne Goudvis).

**Person Responsible:** Michael Einspahr (einspahrm@citruschools.org)

**By When:** Teachers will participate in professional development an average of three times per month through April 2024.

Teachers instructing Algebra 1, Geometry, Grade 9/10 ELA, Grade 11/12 ELA, Reading Intervention, US History and Biology will participate in bi-monthly collaboration. Led by the Department Head or Team Leader, teachers will analyze student data to identify areas of academic need and discuss action plans to meet those needs. Additionally, they will plan for standards-based, intensive and rigorous instruction as a team to meet the needs of their content areas.

**Person Responsible:** Phillip McLeod (mcleodp@citruschools.org)

**By When:** Teachers will plan collaboratively a minimum of once per week through May 2023.

**#4. ESSA Subgroup specifically relating to Economically Disadvantaged****Area of Focus Description and Rationale:**

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

Economically Disadvantaged Students have been identified at CRHS as a subgroup demonstrating critical need. The following data indicates specific areas of concern for these students:

- \* Overall ELA Achievement - 33%
- \* Overall ELA Learning Gains - 34%
- \* ELA Learning Gains of the Bottom Quartile - 26%
- \* Overall Math Achievement - 23%
- \* Overall Math Learning Gains - 31%
- \* Math Learning Gains of the Bottom Quartile: 30%
- \* Graduation Rate (20-21) - 84%

Economically Disadvantaged Students demonstrated a lower performance rate in every category above as compared to the "All Students" category. As a result of the combined data this subgroup received a Federal Index Rating of 39%. This falls short of the expected rating of 41% or higher.

**Measurable Outcome:**

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

Economically Disadvantaged Students at CRHS will increase their Federal Index Rating by a minimum of 2% to meet the required 41% during the 2023-24 school year.

**Monitoring:**

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

The measurable outcome defined will be monitored for the desired outcome through:

- \* Building level administrators will review lesson plans to ensure lessons are standards based and provide for differentiation to meet student learning needs
- \* Building level administrators will conduct walk-throughs to ensure effective instructional strategies are implemented and accommodations are being met
- \* The Leadership Team will monitor students achievement data monthly (specific to Economically Disadvantaged students) to look for learning trends and address critical needs

**Person responsible for monitoring outcome:**

Stacie Elliott (elliotts@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.)

At CRHS, Economically Disadvantaged students not meeting proficiency in ELA will be placed in a reading intervention course and will participate in ACHIEVE 3000, a research-based program.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The rationale for this intervention is that it allows for an additional 50 minutes of reading practice daily beyond their assignment in an English course. The ACHIEVE 3000 reading program differentiates based on student reading level and provides practice in their specific area of weakness. The program allows teachers to monitor learning progress daily.

**Tier of Evidence-based Intervention**

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



Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

Teachers will participate in professional development opportunities that promote improved instructional capacity. Professional development will align with the highly effective practices identified in the District Practice Profile Tool and the teachings of The Fundamental Five (by Sean Cain and Mike Laird) and Strategies that Work (by Stephanie Harvey and Anne Goudvis).

**Person Responsible:** Michael Einspahr (einspahrm@citruschools.org)

**By When:** Teachers will participate in professional development an average of three times per month through April 2024.

Teachers instructing Algebra 1, Geometry, Grade 9/10 ELA, Grade 11/12 ELA, Reading Intervention, US History and Biology will participate in bi-monthly collaboration. Led by the Department Head or Team Leader, teachers will analyze student data to identify areas of academic need and discuss action plans to meet those needs. Additionally, they will plan for standards-based, intensive and rigorous instruction as a team to meet the needs of their content areas.

**Person Responsible:** Phillip McLeod (mcleodp@citruschools.org)

**By When:** Teachers will plan collaboratively a minimum of once per week through May 2023.



## #5. Graduation specifically relating to Graduation

### 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.

Although the Graduation Rate at CRHS has remained steady around 90% +/- for several years, declining test scores in the area of ELA are of considerable concern. ESSA indicators are below the expected 41% in several sub-groups. For this reason, it is apparent the focus at CRHS should be to increase academic performance for all students as it relates to ELA performance.

### Measurable Outcome:

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

All students at CRHS will increase academic performance. This will be evidenced by a minimum of a 10% rise in test scores for each of the tested subjects listed below:

- \* Grade 9 ELA
- \* Grade 10 ELA

### Monitoring:

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

The measurable outcome defined will be monitored for the desired outcome through:

- \* Building level administrators will review lesson plans to ensure lessons are standards based and provide for differentiation to meet student learning needs
- \* Building level administrators will conduct walk-throughs to ensure effective instructional strategies are implemented and accommodations are being met
- \* The Leadership Team will monitor students achievement data monthly to look for learning trends and address critical needs

### Person responsible for monitoring outcome:

Stacie Elliott (elliotts@citrusschools.org)

### Evidence-based Intervention:

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

At CRHS, we will provide the following evidenced-based interventions to increase the probability of maintaining a graduation rate above 90%:

- \* Guidance counselors will monitor academic progress of all seniors through a thorough credit check process. During the credit-check meeting, counselors will review credits earned, GPA, testing requirements and explore all options for earning a diploma. Parents are invited and encouraged to participate in these meetings.
- \* Summer school opportunities will be provided to students completing grades 9-12. This will apply to any students requiring credit recovery for a course they did not meet requirements for.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The strategies noted both provide a system for tracking student academic progress and ensuring there are options for students to meet graduation requirements. Both the Senior Credit Checks and opportunity for credit recovery are a way to facilitate early intervention for students not meeting graduation requirements.

### Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

Teachers will participate in professional development opportunities that promote improved instructional capacity. Professional development will align with the highly effective practices identified in the District Practice Profile Tool and the teachings of The Fundamental Five (by Sean Cain and Mike Laird) and Strategies that Work (by Stephanie Harvey and Anne Goudvis).

**Person Responsible:** Michael Einspahr (einspahrm@citruschools.org)

**By When:** Teachers will participate in professional development an average of three times per month through April 2024.

Each Building Level Administrator will conduct a minimum of 10 walk-through observations each week within their assigned department. The data collected will be utilized to assist teachers in improving their planning processes and instructional delivery. Administrators will provide appropriate feedback to teachers in a timely and usable fashion.

**Person Responsible:** Phillip McLeod (mcleodp@citruschools.org)

**By When:** Walk-throughs will occur weekly through April 2023.

ELA teachers will participate in scheduled data analysis meetings. They will utilize their time together to improve their methodologies as it relates to reviewing formative and summative assessment data and providing meaningful feedback to students regarding academic progress. These meetings will be guided by a member of the Leadership Team.

**Person Responsible:** Stacie Elliott (elliotts@citruschools.org)

**By When:** Data Meetings will take place 3 times yearly for ELA teachers. They will conclude by February 2024.

**#6. Positive Culture and Environment specifically relating to Other****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.

At CRHS we will encourage building meaningful relationships between faculty and students (this relates to faculty to faculty interactions as well as faculty to student). As a result, we believe strengthened relationships will have a positive impact on our graduation rate.

**Measurable Outcome:**

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

As a result of improved relationships amongst staff and students, the graduation rate will increase to 90%.

**Monitoring:**

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

\* Student achievement will ne monitored monthly by the Leadership Team utilizing the school data sheet

**Person responsible for monitoring outcome:**

Phillip McLeod (mcleodp@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.)

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

**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.

At CRHS we will recognize students success through:

- \* Honor Roll Celebrations
- \* Attendance Celebrations
- \* Positive Behavior Rewards

**Person Responsible:** Clifford Dyer (dyerc@citruschools.org)

**By When:** Recognition opportunities will be in place through May 2024.

At CRHS we will conduct routine staff celebrations through the following:

- \* Luncheons
- \* Special deliveries (Breakfast cart, juice cart)
- \* Community/Staff Evening Gala
- \* Social Media positive action recognition
- \* Teacher Appreciation Week

**Person Responsible:** Clifford Dyer (dyerc@citruschools.org)

**By When:** Recognition opportunities will be in place through May 2024.

**#7. Graduation specifically relating to Graduation****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.

Although the Graduation Rate at CRHS has remained steady around 90% +/- for several years, declining test scores in the area of Mathematics is of considerable concern. ESSA indicators are below the expected 41% in several sub-groups. For this reason, it is apparent the focus at CRHS should be to increase academic performance for all students as it relates to Algebra 1 and Geometry performance.

**Measurable Outcome:**

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

All students at CRHS will increase academic performance. This will be evidenced by a minimum of a 10% rise in test scores for each of the tested subjects listed below:

- \* Algebra 1
- \* Geometry

**Monitoring:**

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

The measurable outcome defined will be monitored for the desired outcome through:

- \* Building level administrators will review lesson plans to ensure lessons are standards based and provide for differentiation to meet student learning needs
- \* Building level administrators will conduct walk-throughs to ensure effective instructional strategies are implemented and accommodations are being met
- \* The Leadership Team will monitor students achievement data monthly to look for learning trends and address critical needs

**Person responsible for monitoring outcome:**

Stacie Elliott (elliotts@citrusschools.org)

**Evidence-based Intervention:**

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

At CRHS, we will provide the following evidenced-based interventions to increase the probability of maintaining a graduation rate above 90%:

- \* Guidance counselors will monitor academic progress of all seniors through a thorough credit check process. During the credit-check meeting, counselors will review credits earned, GPA, testing requirements and explore all options for earning a diploma. Parents are invited and encouraged to participate in these meetings.
- \* Summer school opportunities will be provided to students completing grades 9-12. This will apply to any students requiring credit recovery for a course they did not meet requirements for.
- \* Algebra 1 and Geometry Teachers will utilize the IXL Math program to assist in identifying areas of weakness for students and providing strategic practice opportunities to address the deficits.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The strategies noted both provide a system for tracking student academic progress and ensuring there are options for students to meet graduation requirements. Both the Senior Credit Checks and opportunity for credit recovery are a way to facilitate early intervention for students not meeting graduation requirements.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

Teachers will participate in professional development opportunities that promote improved instructional capacity. Professional development will align with the highly effective practices identified in the District Practice Profile Tool and the teachings of The Fundamental Five (by Sean Cain and Mike Laird) and Strategies that Work (by Stephanie Harvey and Anne Goudvis).

**Person Responsible:** Michael Einspahr (einspahrm@citruschools.org)

**By When:** Teachers will participate in professional development an average of three times per month through April 2024.

Each Building Level Administrator will conduct a minimum of 10 walk-through observations each week within their assigned department. The data collected will be utilized to assist teachers in improving their planning processes and instructional delivery. Administrators will provide appropriate feedback to teachers in a timely and usable fashion.

**Person Responsible:** Phillip McLeod (mcleodp@citruschools.org)

**By When:** Walk-throughs will occur weekly through April 2023.

Algebra 1 and Geometry teachers will participate in scheduled data analysis meetings. They will utilize their time together to improve their methodologies as it relates to reviewing formative and summative assessment data and providing meaningful feedback to students regarding academic progress. These meetings will be guided by a member of the Leadership Team.

**Person Responsible:** Stacie Elliott (elliotts@citruschools.org)

**By When:** Data Meetings will take place 2 times yearly for Math teachers. They will conclude by February 2024.

**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).

As an ATSI identified school, CRHS has purchased two research-based programs to address specific areas of student need in Reading, Algebra 1 and Geometry. Targeted reading interventions for Tier 2 and 3 students will be provided through the implementation of ACHIEVE 3000. Algebra 1 and Geometry teachers will utilize the IXL program within the classroom to identify skills students may be deficient in that are related to their potential success as Algebra and Geometry students.

These programs were approved and purchased by the Citrus County School District with Title IV funding.