

Crystal River High

School Improvement Plan 2017-2018



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.

EQ: How can we improve instructional effectiveness and increase student achievement and performance?

	Goal: 2016-17	Goal: 2017-18	Action Steps	Evaluation
ELA	At least 65% of first time ELA FSA test-takers will pass the ELA FSA.	At least 65% of first time ELA FSA test-takers will pass the ELA FSA.	<ul style="list-style-type: none"> • Utilize school based literacy coach • Develop and implement a formal systemic process including training of all staff to monitor student learning by collecting, analyzing, and applying data from multiple sources that would inform curriculum, instruction and student achievement. This will be accomplished by the following action steps: <ul style="list-style-type: none"> ○ Develop a common language for effective instruction by training all staff in the Fundamental 5: The Formula for Quality Instruction through weekly Professional Learning Communities (PLC) book study. ○ Develop and utilize a walkthrough tool to monitor the consistent use of effective instructional strategies learned from the PLC book study. • Utilize our PLCs to train staff in analyzing student performance data from a variety of sources to drive instruction: <ul style="list-style-type: none"> ○ Classroom Formative Assessments ○ District Formative Assessments ○ Classroom/District/State Summative Assessments ○ Course Success Rate 	2015: 9th: 48% 10th: 44% 2016: 9th: 50% 10th: 43% 2017: 9th: 43% 10th: 45%



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Algebra 1	At least 60% of first time Algebra 1 FSA test-takers will score a level 3 or higher.	At least 60% of first time Algebra 1 FSA test-takers will score a level 3 or higher.	<ul style="list-style-type: none"> • Develop and implement a formal systemic process including training of all staff to monitor student learning by collecting, analyzing, and applying data from multiple sources that would inform curriculum, instruction and student achievement. This will be accomplished by the following action steps: <ul style="list-style-type: none"> ○ Develop a common language for effective instruction by training all staff in the Fundamental 5: The Formula for Quality Instruction through weekly Professional Learning Communities (PLC) book study. ○ Develop and utilize a walkthrough tool to monitor the consistent use of effective instructional strategies learned from the PLC book study. • Utilize our PLCs to train staff in analyzing student performance data from a variety of sources to drive instruction: <ul style="list-style-type: none"> ○ Classroom Formative Assessments ○ District Formative Assessments ○ Classroom/District/State Summative Assessments ○ Course Success Rate 	2015: 22% 2016: 42% 2017: 38%
Algebra 2	N/A	N/A	N/A	N/A



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Geometry	At least 75% of Geometry students will score at a Level 3 or higher on the FSA EOC	At least 60% of Geometry students will score at a Level 3 or higher on the FSA EOC	<ul style="list-style-type: none"> • Develop and implement a formal systemic process including training of all staff to monitor student learning by collecting, analyzing, and applying data from multiple sources that would inform curriculum, instruction and student achievement. This will be accomplished by the following action steps: <ul style="list-style-type: none"> ○ Develop a common language for effective instruction by training all staff in the Fundamental 5: The Formula for Quality Instruction through weekly Professional Learning Communities (PLC) book study. ○ Develop and utilize a walkthrough tool to monitor the consistent use of effective instructional strategies learned from the PLC book study. • Utilize our PLCs to train staff in analyzing student performance data from a variety of sources to drive instruction: <ul style="list-style-type: none"> ○ Classroom Formative Assessments ○ District Formative Assessments ○ Classroom/District/State Summative Assessments ○ Course Success Rate 	2015: 44% 2016: 47% 2017: 48%



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US History	At least 75% of US History students will score a level 3 or higher on the US History EOC.	At least 75% of US History students will score a level 3 or higher on the US History EOC.	<ul style="list-style-type: none"> • Utilize school based instructional coach • Develop and implement a formal systemic process including training of all staff to monitor student learning by collecting, analyzing, and applying data from multiple sources that would inform curriculum, instruction and student achievement. This will be accomplished by the following action steps: <ul style="list-style-type: none"> ○ Develop a common language for effective instruction by training all staff in the Fundamental 5: The Formula for Quality Instruction through weekly Professional Learning Communities (PLC) book study. ○ Develop and utilize a walkthrough tool to monitor the consistent use of effective instructional strategies learned from the PLC book study. • Utilize our PLCs to train staff in analyzing student performance data from a variety of sources to drive instruction: <ul style="list-style-type: none"> ○ Classroom Formative Assessments ○ District Formative Assessments ○ Classroom/District/State Summative Assessments ○ Course Success Rate 	2015: 61% 2016: 56% 2017: 65%



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Biology	At least 75% of Biology 1 students will score at a level of 3 or higher on the Biology 1 EOC Exam.	At least 75% of Biology 1 students will score at a level of 3 or higher on the Biology 1 EOC Exam.	<ul style="list-style-type: none"> • Develop and implement a formal systemic process including training of all staff to monitor student learning by collecting, analyzing, and applying data from multiple sources that would inform curriculum, instruction and student achievement. This will be accomplished by the following action steps: <ul style="list-style-type: none"> ○ Develop a common language for effective instruction by training all staff in the Fundamental 5: The Formula for Quality Instruction through weekly Professional Learning Communities (PLC) book study. ○ Develop and utilize a walkthrough tool to monitor the consistent use of effective instructional strategies learned from the PLC book study. • Utilize our PLCs to train staff in analyzing student performance data from a variety of sources to drive instruction: <ul style="list-style-type: none"> ○ Classroom Formative Assessments ○ District Formative Assessments ○ Classroom/District/State Summative Assessments ○ Course Success Rate 	2015: 64% 2016: 60% 2017: 63%
Grad Rate	At least 90% of students will graduate with their cohort within four years.	At least 90% of students will graduate with their cohort within four years.	<ul style="list-style-type: none"> • Monitor at-risk students through STAR activities and staff mentoring • Monitor course success rates through D/F reports and grade distribution data chats • Provide graduation regalia for students who are economically disadvantaged and unable to purchase required attire • Expand the mentor program through targeted recruiting efforts 	2015: 74.1% 2016: 86.2% 2017:



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Attendance		Decrease the percentage of students with 21+ absences by 5%	<ul style="list-style-type: none"> • Create a flow chart outlining process for monitoring student attendance and train staff in procedural expectations for immediate implementation • Implement celebration activities for meeting attendance and behavior goals (PBS) • Provide incentives for attendance on standardized testing days • Implement activities to foster positive peer relationships (LINK) 	2015: 2016: 2017: 2018:
Other				2015: 2016: 2017: 2018:

School Grades

2009	2010	2011	2012	2013	2014	2015	2016	2017
D	B	B	C	B	C	B	C	C