Crystal River High School

2020-21 Schoolwide Improvement Plan

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Crystal River High School

3195 CRYSTAL RIVER HIGH DR, Crystal River, FL 34428

https://crh.citrusschools.org/

Demographics

Principal: Janet Tuggle

Start Date for this Principal: 3/25/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	61%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (55%) 2017-18: B (56%) 2016-17: C (49%) 2015-16: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Citrus County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Tuggle, Janet	Principal	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. (1) Provide leadership in the continuous improvement of the total educational program in the school. (2) Manage and administer the overall instructional program of the school. (3) Manage and administer the overall activities of assessing and developing the instructional program of the school. (4) Provide leadership and facilitate the accreditation program at the school. (5) Involve others in the decision-making process and encourage teamwork, collaboration and partnerships. (6) Assume, as requested, a District-wide leadership role for an identified function, program, or service, such as curriculum development, instructional technology, staff development, or custodial coordination. (7) Participate, as requested, in District-wide curriculum development and assume responsibility for the implementation of such programs when approved. (8) Participate, as requested, in the evaluation, selection and adoption of textbooks and other instructional materials. (9) Participate, as requested, in the development of the District's student assessment program. Manage and administer the testing program for the school. (10) Provide leadership, facilitate and oversee the wise use of personnel resources within the school. (11) Serve as the liaison between the school and District-wide services available to assist the school in its mission. (12) Manage the implementation and administration of negotiated employee contracts at the school level. (13) Provide leadership and facilitate the development of long- and short-range instructional and facility needs. (14) Manage and administer plant safety and facility inspections, including supervision of buildings and grounds. (15) Manage and administer maintenance services for the school in such a manner that ensures maximum life and use of the facility. (16) Provide leadership for student discipline and implement disciplinary procedures and policies that ensure a safe and orderly environment. (17) Facilitate, manage and supervise financial planning for the school, including the preparation of the school's budget. (18) Manage and supervise the wise use of financial resources for the school. (19) Manage and administer purchasing by the school to ensure maximum educational value of supplies,

Name	**Title**	**Job Duties and Responsibilities**

materials, equipment and services.
(20) Oversee financial accounting to ensure judicious management of all school funds.
(21) Manage and supervise the preparation of financial reports for the school.
(22) Manage and supervise student accounting and attendance procedures at the school.
(23) Coordinates with the Food Service Director to oversee and supervise the school food service program.
(24) Serve as a liaison between the school and community and provide leadership for positive school /
community relations.
(25) Serve as the liaison between the school and business community and provide leadership for the
development of partnerships to benefit the school.
(26) Keep well informed about current trends in education.
(27) Keep well informed of policy, procedures, instructional programs, potential problems and the resolution of existing problems.
(28) Keep staff informed of policy, procedures, instructional programs, potential problems and the resolution of existing problems.
(29) Keep Superintendent and appropriate District staff informed of problems and events of unusual nature.
(30) Oversee and maintain accountability for property inventory records and security of school property.
(31) Oversee the development of a master schedule for teachers.
(32) Provide leadership for and coordinate the supervision of extracurricular activities / events / programs.
(33) Approve all school-sponsored activities and maintain a calendar for all school events.
(34) Provide for the articulation of the school's instructional program and services among school personnel.
(35) Provide leadership for the school improvement and accountability process.
(36) Provide leadership for the development and maintenance of an environment that is conducive to
teaching and learning.
(37) Assume all duties and responsibilities in Florida statutes.
(38) Provide leadership to ensure that appropriate staff development activities are available to meet staff
needs in carrying out the school improvement plan.
(39) Supervise and coach assigned personnel, conduct annual performance appraisals and make
recommendations for appropriate employment action.
(40) Coordinates with the Executive Director of Support Services to supervise and coordinate and oversee
transportation services at the school.
(41) Establish procedures to be used in the event of a school crisis or civil disobedience and provide

Name	Title	Job Duties and Responsibilities
		leadership in the event of such happenings. (42) Implement School Board policy, State statutes and federal regulations as they pertain to the school. (43) Establish the job assignments for all school-site administrators and assess the school-site administrator's performance. (44) Manage and supervise the school's athletic and student activity programs, including the selection of club sponsors and coaches. (45) Maintain visibility and accessibility on the school campus. (46) Participate in the development of the District strategic plan, District school calendar, District staffing plan and manpower plans. Manage and administer school functions relating to these items. (47) Assign and supervise school personnel to special projects for the enhancement of the school. (48) Attend school-related activities and events. (49) Participate in leadership development activities. (50) Perform job responsibilities with sustained focus and attention to detail for extended periods of time. (51) Perform other incidental tasks consistent with the goals and objectives of this position.
McLeod, Phillip	Assistant Principal	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. (1) Provide assistance and feedback to school personnel. (2) Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. (3) Develop the master teaching schedule and assign teachers according to identified needs. (4) Utilize current educational trends in the planning and preparation of the school instructional program. (5) Interpret and enforce School Board policy, state statutes and federal regulations. (6) Implement the accreditation program for the assigned school. (7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. (8) Manage and administer the testing program for the school. (9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. (10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. (11) Provide leadership in the event of school crisis and/or civil disobedience.

Name	Title	Job Duties and Responsibilities
		(12) Provide leadership in the school improvement process. (13) Administer and develop teacher duty rosters for the school. (14) Provide supervision while maintaining visibility about the campus and classroom. (15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. (16) Interpret and enforce the District's Code for Student Conduct. (17) Supervise all facets of the registration process. (18) Coordinate the production of pre-planning materials. (19) Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. (20) Comply with provisions of collective bargaining agreements. (21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. (22) Develop and maintain positive school/community relations and act as a liaison between school and community. (23) Coordinate the school food service program as it relates to the special needs of the school. (24) Maintain adequate property inventory records, key control and security of school property. (25) Participate in the development of long-range facility needs at the assigned school. (26) Coordinate plant safety and facility inspection at the school. (27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. (28) Coordinate the transportation services at the assigned school. (29) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. (30) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. (31) Supervise the function of student accounting at the school, as it pertains to funding and attendance. (32) Manage and administer the attendance policy and procedures. (33) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. (34) Coordinate data processing activities as assigned. (35) Provide leadership for, and supervision of, extracurricular activity programs. (36) Participate in the administration of the school's athletic program. (37) Assist in managing and supervising the student activity programs, including the selection of club sponsors. (38) Approve school-sponsored activities and maintain a calendar of all school events.

Name	Title	Job Duties and Responsibilities
		(39) Assume responsibility of the school when the Principal is absent from the building. (40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action. (41) Perform job responsibilities with sustained focus and attention to detail for extended periods of time. (42) Perform other incidental tasks consistent with the goals and objectives of this position.
Miloscia, Robert	Assistant Principal	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. (1) Provide assistance and feedback to school personnel. (2) Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. (3) Develop the master teaching schedule and assign teachers according to identified needs. (4) Utilize current educational trends in the planning and preparation of the school instructional program. (5) Interpret and enforce School Board policy, state statutes and federal regulations. (6) Implement the accreditation program for the assigned school. (7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. (8) Manage and administer the testing program for the school. (9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. (10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. (11) Provide leadership in the event of school crisis and/or civil disobedience. (12) Provide leadership in the school improvement process. (13) Administer and develop teacher duty rosters for the school. (14) Provide supervision while maintaining visibility about the campus and classroom. (15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. (16) Interpret and enforce the District's Code for Student Conduct. (17) Supervise all facets of the registration process. (18) Coordinate the production of pre-planning materials. (19) Supervise and evaluate instructional, support, and service

Name	Title	Job Duties and Responsibilities

personnel as assigned by the Principal.

(20) Comply with provisions of collective bargaining agreements.

(21) Interview and select qualified personnel to be recommended for employment, reappointment and
termination as directed by the Principal.

(22) Develop and maintain positive school/community relations and act as a liaison between school and
community. (23) Coordinate the school food service program as it relates to the special needs of the school.

(24) Maintain adequate property inventory records, key control and security of school property.

(25) Participate in the development of long-range facility needs at the assigned school.

(26) Coordinate plant safety and facility inspection at the school.

(27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility.

(28) Coordinate the transportation services at the assigned school.

(29) Participate in the function of financial planning for the school, which may include assisting in the
preparation of the school's budget.

(30) Participate in the disbursement of funds to assure that the school will realize the maximum value
educationally and financially in securing supplies, materials, equipment and services.

(31) Supervise the function of student accounting at the school, as it pertains to funding and attendance.

(32) Manage and administer the attendance policy and procedures.

(33) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature.

(34) Coordinate data processing activities as assigned.

(35) Provide leadership for, and supervision of, extracurricular activity programs.

(36) Participate in the administration of the school's athletic program.

(37) Assist in managing and supervising the student activity programs, including the selection of club
sponsors.

(38) Approve school-sponsored activities and maintain a calendar of all school events.

(39) Assume responsibility of the school when the Principal is absent from the building.

(40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make
recommendations for appropriate employment action.

(41) Perform job responsibilities with sustained focus and attention to detail for extended periods of
time.

(42) Perform other incidental tasks consistent with the goals and objectives of this position.

Name	Title	Job Duties and Responsibilities
Lancaster, Brian	Assistant Principal	

Demographic Information

Principal start date
Wednesday 3/25/2020, Janet Tuggle

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
10

Total number of teacher positions allocated to the school
56

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	61%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (55%) 2017-18: B (56%) 2016-17: C (49%) 2015-16: C (47%)

2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	1	269	294	294	316	1174
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	123	147	166	145	581
One or more suspensions	0	0	0	0	0	0	0	0	0	86	51	44	42	223
Course failure in ELA	0	0	0	0	0	0	0	0	0	42	52	34	51	179
Course failure in Math	0	0	0	0	0	0	0	0	0	65	60	64	72	261
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	50	39	40	37	166
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	41	26	16	32	115

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	101	80	88	90	359

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	12	4	5	31	52
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	3	3

Date this data was collected or last updated

Monday 7/20/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	263	290	326	311	1190
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	84	144	158	201	587
One or more suspensions	0	0	0	0	0	0	0	0	0	62	79	61	83	285
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	9	66	74	102	251
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	107	134	188	239	668

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	201	116	110	134	561

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	25	39	43	49	156
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	263	290	326	311	1190
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	84	144	158	201	587
One or more suspensions	0	0	0	0	0	0	0	0	0	62	79	61	83	285
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	9	66	74	102	251
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	107	134	188	239	668

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	201	116	110	134	561

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	25	39	43	49	156
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	51%	57%	56%	51%	51%	56%
ELA Learning Gains	47%	53%	51%	51%	48%	53%
ELA Lowest 25th Percentile	35%	41%	42%	41%	38%	44%
Math Achievement	56%	56%	51%	55%	53%	51%
Math Learning Gains	45%	39%	48%	52%	48%	48%
Math Lowest 25th Percentile	36%	40%	45%	53%	42%	45%
Science Achievement	72%	80%	68%	69%	65%	67%
Social Studies Achievement	71%	79%	73%	68%	73%	71%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	51%	54%	-3%	55%	-4%
	2018	54%	52%	2%	53%	1%
Same Grade Comparison		-3%				
Cohort Comparison						

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
10	2019	50%	54%	-4%	53%	-3%
	2018	51%	49%	2%	53%	-2%
Same Grade Comparison		-1%				
Cohort Comparison		-4%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	71%	72%	-1%	67%	4%
2018	65%	61%	4%	65%	0%
Compare		6%			

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	72%	75%	-3%	70%	2%
2018	67%	71%	-4%	68%	-1%
Compare		5%			

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	46%	70%	-24%	61%	-15%
2018	50%	65%	-15%	62%	-12%
Compare		-4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	59%	57%	2%	57%	2%
2018	50%	52%	-2%	56%	-6%
Compare		9%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	48	36	24	38	33	46	34		73	
BLK	41	36		33	39		50	50		95	22
HSP	49	38		54	25		76	75		77	41
MUL	39	50	50	42	55		63			100	45
WHT	52	48	36	58	46	40	73	73		90	45
FRL	45	43	31	55	45	38	67	66		83	34

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	23	44	34	43	60	57	35	44		54	7
BLK	36	50		30	42		64	50		79	18
HSP	60	59		70	57		74	63		87	50
MUL	50	38		65	50		45	65		75	
WHT	51	50	43	54	52	52	70	70		83	43
FRL	46	47	37	53	51	52	67	66		76	29

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	544
Total Components for the Federal Index	10
Percent Tested	94%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Our graduation data showed the lowest performance was the graduation rate of students with disabilities. Students with disabilities. Students with disabilities had a graduation rate of 78%, which was lower than the other district high schools and below the state average. An area of focus must be strategies to improve the graduation rate of students with disabilities.

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

An area for Crystal River High School that cannot be ignored is that math achievement of the lowest 25th percentile had dropped from 53% to 36% efficiency from 2018 to 2019. Students scored 24% lower on Algebra EOCs than the district, and 15% lower than the state level. Math performance is an area of improvement and strategies will be strategic in this area.

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

A data component that showed the greatest gap was attendance related. 39% of of CRHS students were absent 10% or more days, and the state average was 20%. There are different reasons seeing this gap:
1. students are not motivated due to environmental influences such as needing to work
2. lack of a positive relationship with staff on campus.
3. students may experience a poor grade and "give up"
4. lack of student engagement
5. lack of connection and feeling of relevance by students in their course work

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

An area of improvement for CRHS came in the decrease of number of overall in-school suspension days served by students. The percentage of students receiving ISS days dropped over a three-year span.
1. 33% of students received ISS in 2017-2018
2. 26% of students received ISS in 2018-2019
3. 15.9% of students received ISS in 2019-2020
There is a 3 year decline of 18%, due to developing the use of after school detention, and Saturday school, we were able to keep students in class. A total of 57% of our referrals were truancy-related, so these discipline strategies led to more appropriate consequences.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Areas of concern for Early Warning Systems:
1. Course failure in ELA or Math- over 20% of our students failed a course in math or ELA. Our school must find strategies to increase the pass rate of students.

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

1. Student performance of low socioeconomic
2. Student performance of lowest-quartile in all content areas
3. Increasing school wide acceleration
4. Increase in SWD graduation rates
5. Decrease in failures in math and ELA

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale:	1. Student Performance of Low Socioeconomic Status: 83.7% of economically-disadvantaged students graduate from Crystal River High School. This number is slightly above the state average, even with the district average but is lower than the other high schools in the district. Crystal River High School has a high-number of economically disadvantaged students at 59.2% of the total student population. Students lacking basic needs will be less prepared to be academically successful.
Measureable Outcome:	The graduation rate of student's who are economically-disadvantaged will increase for the 2020-2021 school year by at least 7% to reach an overall average of above 90%.
Person responsible for monitoring outcome:	Brian Lancaster (lancasterb@citrusschools.org)
Evidence-based Strategy:	1. Students who are economically disadvantaged will be set up with a staff member as a mentor for the school year. Research shows building positive relationships is a factor in students with a lower socioeconomic status 2. Teachers will utilize the Fundamental Five instructional framework to increase student engagement, and formative assessments to check for understanding. These instructional strategies will increase student performance. 3. Teachers will implement diagnostic assessments through USA Test Prep to check student gaps, and guide instruction through the use of this formative assessment.
Rationale for Evidence-based Strategy:	Research shows that students who are economically-disadvantaged increase achievement through the use of the Fundamental Five instructional framework. Many students who are economically-disadvantaged have deficiency in vocabulary and gaps in learning. Diagnostic assessments will recognize gaps in learning and give teachers a guide for instruction.

Action Steps to Implement

1. Development of a mentor program, teachers will select students who are economically-disadvantaged to mentor and build a positive relationship with the student.
2. Utilize diagnostic assessments through USA Test Prep to drive instruction.
3. Continuous monitoring and evaluation of students who are economically-disadvantaged.
4. Online professional development opportunities for teachers relating to working with students who are economically disadvantaged.
5. Utilize the Fundamental Five instructional framework in all classes.

Person Responsible	Robert Miloscia (milosciar@citrusschools.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Increase learning gains of of the lowest 25% across the content areas of ELA, Math, Science, and Social Studies.
Measureable Outcome:	Students of the lowest 25% will be identified, and their progress will be continuously monitored through the use of diagnostic testing and other types of formative assessment. Feedback will be given to teachers on the use of formative assessments during classroom walkthroughs.
Person responsible for monitoring outcome:	Phillip McLeod (mcleodp@citrusschools.org)
Evidence-based Strategy:	Progress monitoring of through the use of USA Test Prep Diagnostic Testing will help instructors identify gaps in learning, and differentiate instruction to meet the needs of all learners. Formative assessment strategies include comprehension checks such as "exit slips", and "thumbs up" are strategies that increase comprehension.
Rationale for Evidence-based Strategy:	Research shows that identifying gaps in learning through diagnostic testing can be used to drive instruction. It offers a baseline for teachers to differentiate to meet the needs of all learners. High-yield strategies such as formative assessment have been used to increase the achievement of the lowest-quartile.

Action Steps to Implement

1. Diagnostic testing using USA Test Prep will identify gaps in learning and drive instruction
2. The use of learning management systems such as Canvas will increase the quality of instruction for students learning virtually and increase communication and engagement for "brick and mortar" students.
3. Utilize the 5D framework and Fundamental Five as strategies used in all classrooms.
4. Continuous progress monitoring and feedback for students of the lowest 25%.
5. Academic support through IXL, and Achieve 3000 to increase background knowledge and promote learning gains.

Person Responsible	Janet Tuggle (tugglej@citrusschools.org)

#3. DJJ Components specifically relating to Industry Certifications

Area of Focus Description and Rationale:	Improving the School-Wide Acceleration Rate: Increasing the acceleration rate by increasing opportunities for students to take more rigorous and relevant courses. These courses may include industry certification, health academy, AP courses, and College and Career Ready through AVID.
Measureable Outcome:	Acceleration rates will increase by 10% from the year prior.
Person responsible for monitoring outcome:	Brian Lancaster (lancasterb@citrusschools.org)
Evidence-based Strategy:	Students will graduate with one or more of the following: 1. Pass an Advanced Placement exam 2. Pass a dual enrollment class 3. Pass an industry certification test
Rationale for Evidence-based Strategy:	Qualified students will be scheduled into more rigorous courses and prepared to pass the Advanced Placement exam. More support will be given in these Advanced Placement courses with an emphasis on formative assessment to drive instruction. Students who are part of AVID will be scheduled into more rigorous courses and more college and career driven.

Action Steps to Implement

1. Begin recruiting highly-qualified students in middle-school to join our academic programs such as Health Academy and AVID.
2. Place students in rigorous courses, avoiding the "gate keeping" affect and allowing for high-expectations.
3. Outline academic tracks that are non-negotiable in certain programs such as the Health Academy and AVID
4. Offer support to teachers and students of AP courses, giving them the resources needed to pass AP exams. Increasing the overall pass rate of AP exams.

Person Responsible	Brian Lancaster (lancasterb@citrusschools.org)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Increase in student achievement, and the graduation rate of Students with Disabilities. In 2018-2019, our students with disabilities subgroup had a graduation rate of 78%, lowest among the district high schools and just below the state average. This subgroup also scored below 41% on the ESSA Federal Index.
Measureable Outcome:	In 2020-2021, our students with disabilities subgroup will score above 41% on the ESSA Federal Index and increase our graduation of students with disabilities by 10%.
Person responsible for monitoring outcome:	Phillip McLeod (mcleodp@citrusschools.org)
Evidence-based Strategy:	1. Students with disabilities will be instructed in the least restrictive environment. 2. Teachers will use diagnostic assessments through USA test Prep to drive instruction 3. Teachers will use technology through Canvas to increase student engagement
Rationale for Evidence-based Strategy:	Research shows that technology can increase student achievement, and learning management systems such as Canvas increase communication between teachers and students. The least restrictive environment is the most conducive for increase in performance by students with disabilities.

Action Steps to Implement

1. Increase the number of students with disabilities in Access and Inclusion classes.
2. Students with disabilities should be in the least restrictive environment
3. Utilize USA Test Prep diagnostic testing to drive instruction and close gaps among students with disabilities.
4. Make formative assessment essential to all classroom teaching
5. Continually track and monitor the progress of students with disabilities
6. Allow time for inclusion teachers to plan with their co teachers

Person Responsible Phillip McLeod (mcleodp@citrusschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Key areas of school-wide improvement:
1. More emphasis on quality recruiting in programs such as the Health Academy and AVID
2. Use of USA Test Prep diagnostic testing to close gaps among our students
3. Provide ongoing feedback through classroom walkthroughs and observations with the 5D framework
4. Improve the scheduling of rigorous courses among AVID students
5. Implement the use of school-wide AVID strategies in all classrooms
6. Continue to monitor student success through D/F reports, teacher meetings with administration on student failures, solutions, strategies to eliminate failures, and to increase student success; Continue practice of A/B Honor Roll celebrations/recognition to help support student success
7. Use alternatives to suspension such as after school detention and Saturday School to keep students in class
8. Increase the number of positive referrals to recognize positive student behavior
9. Increase student achievement in math and ELA
10. Improve the recruiting in Fine Arts programs to develop more well-rounded students
11. Increase communication with parents and students through the learning management system of Canvas
12. Recruit and hire highly qualified staff
13. Continue to implement a fair and consistent progressive discipline plan
14. Continued focus on the consistent implementation and practice of CRHS policies and agreed upon school-wide procedures
15. Focus on mental health for students and staff
16. Continued focus on safety initiatives and practices- ALICE
17. Continued emphasis on testing best practices and procedures and ensuring that we reach the goal of percent tested
18. Develop the use of Virtual PLCs and increase opportunities of relevant professional development
19. Continued focus on formative assessments to drive instruction
20. Continued emphasis on improving our graduation rate through monitoring at-risk students and mentoring

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Crystal River High School builds a positive school culture and environment by including all stake-holders through our school-advisory council and student-council. Parent, staff, and student surveys allow the administration to reflect on ways to continuously improve. The following are core values that are communicated with all stakeholders.

1. A safe and caring environment is essential for the learning and well-being of all individuals.

2. Individuals and organizations are accountable for their behaviors and actions.

3. High expectations and challenging standards promote continuous improvement and high achievement.

4. All individuals can learn at different times, in different ways, and at different rates.

5. Mutual respect is a keystone of learning.

6. Recognition promotes higher accomplishment and self-esteem.

7. Community involvement and teamwork are critical elements in a high performing school.

8. We embrace the diversity of individuals, ideas, talents, and learning styles.

9. High quality education demands innovation and risk.

10. The balance of academics and extracurricular activities is essential for a well-rounded education.

11. Students require discipline and direction in order to be successful learners.

12. Open and honest communication is essential to effective human interaction.

13. Lifelong learning improves the quality of life.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.