

Citrus County Schools

Crest School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	14
Planning for Improvement	20
Positive Culture & Environment	23
Budget to Support Goals	0

Crest School

2600 S PANTHER PRIDE DR, Lecanto, FL 34461

<https://crest.citruschools.org/>

Demographics

Principal: Lee Mulder

Start Date for this Principal: 7/1/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students Students With Disabilities White Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
ESSA Status	CS&I

School Board Approval

This plan was approved by the Citrus County School Board on 10/13/2020.

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

Citrus Resource for Exceptional Student Transition (CREST) is a special day school for students with disabilities. The mission of CREST is to provide an enriching special day school environment in which all students achieve. By addressing our students' unique educational needs, we facilitate successful integration into the community. Our belief is that all students can achieve regardless of their disability. Innovative programs, instruction, and curriculum are defining components of CREST. Opportunities for participation and integration into our community are integral components of our school.

Provide the school's vision statement

We believe...

...That all students with disabilities can reach their highest possible standard of achievement.

...That students with disabilities can become contributing members of our community.

...That special education programs will reflect only the finest in research-based practices.

...That ongoing staff development will focus on the refinement of instructional practices that reflect the unique needs of our students.

...That all special education activities will be meaningful, authentic, and engaging for our students.

...That all CREST Special Educators will be a model of excellence in their field.

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

Name	Title	Job Duties and Responsibilities
		<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 resolutions of existing problems.*</p> <p>(28) Keep staff informed of policy, procedures, instructional programs, potential problems and the resolution of existing problems. *</p> <p>(29) Keep Superintendent and appropriate District staff informed of problems and events of unusual nature. *</p> <p>(30) Oversee and maintain accountability for property inventory records and security of school property. *</p> <p>(31) Oversee the development of a master schedule for teachers. *</p> <p>(32) Provide leadership for and coordinate the supervision of extracurricular activities / events / programs. *</p> <p>(33) Approve and oversee school-sponsored activities and maintain a calendar for all school events. *</p> <p>(34) Provide for the articulation of the school's instructional program and services among school personnel and the community.*</p> <p>(35) Provide leadership for the school improvement and accountability process. *</p> <p>(36) Provide leadership for the development and maintenance of an environment that is conducive to teaching and learning. *</p> <p>(37) Assume all duties and responsibilities in Florida statutes. *</p> <p>(38) Provide leadership to ensure that appropriate staff development activities are available to meet staff needs in carrying out the school improvement plan. *</p> <p>(39) Supervise and coach assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. *</p> <p>(40) Coordinates with Executive Director of Support Services to supervise and oversee transportation services at the school.*</p> <p>(41) Establish procedures to be used in the event of a school crisis or civil disobedience and provide leadership in the event of such happenings. *</p> <p>(42) Implement School Board policy, State statutes and federal</p>

Name	Title	Job Duties and Responsibilities
		<p>regulations as they pertain to the school. *</p> <p>(43) Establish the job assignments for all school-site administrators and assess the school-site administrator’s performance. *</p> <p>(44) Manage and supervise the school’s student activity programs including selection of club sponsors. *</p> <p>(45) Maintain visibility and accessibility on the school campus. *</p> <p>(46) Participate in the development of the District strategic plan, District school calendar, District staffing plan and manpower plans. Manage and administer school functions relating to these items.*</p> <p>(47) Assign and supervise school personnel in special projects for the enhancement of the school.*</p> <p>(48) Attend school-related activities and events. *</p> <p>(49) Participate in leadership development activities.*</p> <p>(50) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>(51) Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Howard, Melanie	Assistant Principal	<p>(1) Provide assistance and feedback to school personnel. *</p> <p>(2) Develop and implement the school’s instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. *</p> <p>(3) Develop the master teaching schedule and assign teachers according to identified needs. *</p> <p>(4) Utilize current educational trends in the planning and preparation of the school instructional program. *</p> <p>(5) Interpret and enforce School Board policy, state statutes and federal regulations. *</p> <p>(6) Implement the accreditation program for the assigned school. *</p> <p>(7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. *</p> <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>

Name	Title	Job Duties and Responsibilities
		<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> <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>

Name	Title	Job Duties and Responsibilities
		<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>
Henry, Julie	Teacher, ESE	<p>(1) Assist with the coordination and conducting of staff development activities.*</p> <p>(2) Assist classroom teachers with developing and/or presenting teaching strategies and instructional units and recommending materials and activities.*</p> <p>(3) Assist with the process of previewing, selecting, and developing materials related to the program and its effectiveness.*</p> <p>(4) Assist with the development, presentation, and implementation of the curriculum instructional activities related to the program. *</p> <p>(5) Provide supportive services to parents, teachers, students, and administration.*</p> <p>(6) Promote community understanding of curriculum goals, objectives, and programs, and encourage community involvement wherever appropriate.*</p> <p>(7) Assist with planning, coordination, and implementation of special projects, programs, and events.*</p> <p>(8) Collect, submit, and maintain accurate financial and/or informational reports or applications as requested.*</p> <p>(9) Keep professional skills and knowledge updated.*</p> <p>(10) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>(11) Perform other incidental tasks consistent with the goals and objectives of this position</p>
Heinze, Paul	Teacher, ESE	<p>Performs duties and assumes such responsibilities as requested by the Director of Exceptional Student Education such as:</p> <p>(1) Serve as the designee for the Director of Exceptional Student Education for conferences, eligibility, IEP revision and placement meetings.*</p> <p>(2) Maintain current knowledge and interpretation of Citrus County Special Programs and procedures, best practices, and other local, state, and national rules, regulations, policies and procedures.*</p>

Name	Title	Job Duties and Responsibilities
		(3) Serve as case manager for conferences, staffings, IEP meetings, and other placement meetings; and maintains accurate legal records for compliance audits.* (4) Assist with coordinating the curriculum of Exceptional Student Education in the schools and interpreting students' needs for educational planning and placement.* (5) Maintain knowledge about strategies and interventions and make appropriate pre-referral recommendations.* (6) Provides in-service training for teachers and staff regarding ESE issues.* (7) Serve as a resource to administrators, counselors, and teachers regarding ESE issues.* (8) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (9) Perform other incidental tasks consistent with the goals and objectives of this position

Demographic Information

Principal start date

Sunday 7/1/2012, Lee Mulder

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.*

1

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.*

3

Total number of teacher positions allocated to the school

23

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	No

2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students Students With Disabilities White Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
ESSA Status	CS&I

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	1	6	4	9	8	9	11	9	10	7	35	109
Attendance below 90 percent	0	0	0	2	2	2	3	3	2	4	1	2	13	34
One or more suspensions	0	0	0	2	2	3	6	2	4	1	2	3	4	29
Course failure in ELA	0	0	0	0	2	0	3	0	1	0	0	1	1	8
Course failure in Math	0	0	0	1	1	0	3	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	4	1	1	4	1	1	1	2	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	5	3	0	3	1	3	0	1	18
	0	0	0	2	2	5	5	2	4	1	2	3	2	28

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	2	2	2	0	0	0	0	0	0	0	6

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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Friday 8/21/2020

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	1	3	6	8	7	7	11	11	11	6	6	32	109
Attendance below 90 percent	0	0	0	2	1	0	1	4	6	8	3	6	15	46
One or more suspensions	0	0	0	2	1	0	1	0	0	2	2	6	15	29
Course failure in ELA or Math	0	0	0	1	0	0	0	1	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	1	1	0	0	4	1	5	2	3	7	24

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	2	1	0	1	3	2	5	2	4	9	29

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	2	0	0	0	1	0	0	0	0	2	5
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	1	1	4

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	1	3	6	8	7	7	11	11	11	6	6	32	109
Attendance below 90 percent	0	0	0	2	1	0	1	4	6	8	3	6	15	46
One or more suspensions	0	0	0	2	1	0	1	0	0	2	2	6	15	29
Course failure in ELA or Math	0	0	0	1	0	0	0	1	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	1	1	0	0	4	1	5	2	3	7	24

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	2	1	0	1	3	2	5	2	4	9	29

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	2	0	0	0	1	0	0	0	0	2	5
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	1	1	4

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	0%	0%	61%	0%	0%	60%
ELA Learning Gains	0%	0%	59%	0%	0%	57%
ELA Lowest 25th Percentile	0%	0%	54%	0%	0%	52%
Math Achievement	0%	0%	62%	0%	0%	61%
Math Learning Gains	0%	0%	59%	0%	0%	58%
Math Lowest 25th Percentile	0%	0%	52%	0%	0%	52%
Science Achievement	0%	0%	56%	0%	0%	57%
Social Studies Achievement	0%	0%	78%	0%	0%	77%

EWS Indicators as Input Earlier in the Survey														
Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(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
03	2019	0%	61%	-61%	58%	-58%
	2018	0%	63%	-63%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	55%	-55%	58%	-58%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison		0%				
05	2019	0%	58%	-58%	56%	-56%
	2018	0%	55%	-55%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	0%	52%	-52%	54%	-54%
	2018	0%	55%	-55%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	55%	-55%	52%	-52%
	2018	0%	49%	-49%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	54%	-54%	56%	-56%
	2018	0%	60%	-60%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	54%	-54%	55%	-55%
	2018	0%	52%	-52%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	54%	-54%	53%	-53%
	2018	0%	49%	-49%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	58%	-58%	62%	-62%
	2018	0%	67%	-67%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	59%	-59%	64%	-64%
	2018					
Cohort Comparison		0%				
05	2019	0%	60%	-60%	60%	-60%
	2018	0%	61%	-61%	61%	-61%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	0%	51%	-51%	55%	-55%
	2018	0%	58%	-58%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	0%	62%	-62%	54%	-54%
	2018	0%	59%	-59%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	49%	-49%	46%	-46%
	2018	0%	48%	-48%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	58%	-58%	53%	-53%
	2018	0%	59%	-59%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison						
08	2019	0%	52%	-52%	48%	-48%
	2018	0%	53%	-53%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	72%	-72%	67%	-67%
2018	0%	61%	-61%	65%	-65%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	74%	-74%	71%	-71%
2018	0%	71%	-71%	71%	-71%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	75%	-75%	70%	-70%
2018	0%	71%	-71%	68%	-68%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	70%	-70%	61%	-61%
2018	0%	65%	-65%	62%	-62%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	57%	-57%	57%	-57%
2018	0%	52%	-52%	56%	-56%
Compare		0%			

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

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

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)	CS&I
OVERALL Federal Index - All Students	24
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	171
Total Components for the Federal Index	7
Percent Tested	95%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	30
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

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

The data shows our lowest performance is FSA ELA for economically disadvantaged white students.

Reasons include:

- *attendance
- *behavior
- *classroom engagement
- *clear expectations in teacher training
- *follow-through by the administrative team
- *high staff mobility rates

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

The data shows our lowest performance is FSA ELA.

Reasons include:

- * attendance
- * behavior
- *classroom engagement
- *failure to participate in iReady, Achieve, Aleks

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

ELA has the greatest gap when compared to the state average. CREST had 51.1% of students scoring a level 1 versus 20.5% of students in the state.

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

The math scores showed the most improvement

Actions that were taken:

- *Sanford Harmony was implemented school-wide
- *Structured Teach was modified and new techniques were added
- *Zones of Regulation students were taught to identify and apply emotional strategies

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

Reading and Math

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

1. Student engagement
2. Targeted interventions
3. Professional development
4. Attendance/Parental involvement
5. Modifying student behavior

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our scores have declined in reading and writing particularly with our economically disadvantaged white students. All of our students are in the SWD category.

Measureable Outcome: 60% of students taking the reading FSA will maintain or increase their score

Person responsible for monitoring outcome: Julie Henry (henryj@citruschools.org)

Evidence-based Strategy: The learning coach will be the leader on the campus and will be responsible for the implementation of iReady for reading, as well as the use of the supplementary standards-based LAFS. The principal will lead his leadership team in analyzing school-wide data to determine the effectiveness of the instruction for all students. All classroom teachers k-5 grade will implement the lessons in the supplementary standards-based LAFS. The instruction will take place during the whole group portion of the literary blocks.

Rationale for Evidence-based Strategy:
 *Progress monitoring will be accessed through iReady, USA Test Prep, and Achieve3000 as well as district assessments
 *Data will be collected, shared, and evaluated bi-monthly
 *To increase academic vocabulary through a variety of content
 *Provide learning goals in varying levels of difficulty
 *Provide response guides as scaffolds during instruction
 *Provide options for expression and demonstration of knowledge
 *Provide question and answer guides

Action Steps to Implement

1. Direct instruction with explanations and instructional cues
2. Allowable repetition for mastery and understanding
3. Provide a variety of practice and application activities
4. Instructional relevance-project based learning
5. Differentiation instructional techniques
6. Weekly meetings, walkthroughs, and PLCs

Person Responsible Julie Henry (henryj@citruschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our scores are below the statewide average in math with our economically disadvantaged students. All of our students are in the SWD category.

Measureable Outcome: 60% of our students will maintain or increase their math score.

Person responsible for monitoring outcome: Julie Henry (henryj@citrusschools.org)

Evidence-based Strategy: The learning coach is the Instructional Leader on the campus and will be responsible for the implementation of iReady for math, as well as the use of the supplementary standards-based MAFS materials. The learning coach will lead the leadership team in analyzing school-wide data to determine the effectiveness of Tier 1 instruction for all students. All classroom teachers K-8 grade will implement the lessons in the supplementary standards-based MAFS. Achieve3000 and USA Test Prep will be used for high school. The instruction will take place during the whole group portion of the literacy and math blocks. Professional development will be provided through Curriculum Associates and the instructional coaches (TOSA).

Rationale for Evidence-based Strategy:
 *Progress monitoring will be accessed through iReady, Achieve3000, USA Test Prep, as well as district assessments
 *Data will be collected, shared, and evaluated bi-monthly
 *To increase academic vocabulary through a variety of content
 *Provide learning goals in varying levels of difficulty
 *Provide response guides as scaffolds during instruction
 *Provide options for expression and demonstration of knowledge
 *Provide question and answer guides

Action Steps to Implement

1. Direct instruction with explanation and instructional cues
2. Allowable repetition for mastery and understanding
3. Provide a variety of practice and application
4. Instructional relevance- project-based learning
5. Differentiation of instructional techniques
6. Monitoring through weekly meetings, walkthroughs, and PLCs

Person Responsible Julie Henry (henryj@citrusschools.org)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: The staff has an understanding of the relevance of between student success to student attendance. CREST believes that student attendance should mirror that of district attendance.

Measureable Outcome: CREST will attain attendance levels at or above district levels of attendance.

Person responsible for monitoring outcome: Lee Mulder (mulderl@citrusschools.org)

Evidence-based Strategy: To develop a cognitive process training that allows students and staff to understand the expectations and requirements

Rationale for Evidence-based Strategy: Focusing on academic engagement makes the content interesting and meaningful. Student interest surveys will be given to the students. We will evaluate results through attendance reports and student performance.

Action Steps to Implement

1. Parental involvement through the use of Seesaw
2. Student incentives for consistent attendance.
3. Teacher involvement
4. Counseling
5. Professional development to increase academic engagement
6. Monitored through weekly meetings, walkthroughs, and PLCs

Person Responsible Lee Mulder (mulderl@citrusschools.org)

Additional Schoolwide Improvement Priorities

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

N/A

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.

- *All students receive social and emotional instruction daily.
- * Individual counseling is provided for all students with the school psychologist or guidance counselor.
- *All students are instructed in Zones of Regulations.
- * All staff are provided with professional development for Zones of Regulations.
- *The morning show includes social-emotional segments and student spotlights.
- *Positive research-based interventions are provided to all students.
- *School-wide Positive Behavior intervention support teams
- *School social worker works with students in need
- *Referral to outside agencies for mental health
- *Professional learning communities throughout campus
- *All staff is involved in district ongoing training involving for first aid and mental health training,
- *Social skills of the week
- *Positive rewards for students with positive behavior throughout the day.
- *Zone Commanders, students with positive behavior, are recognized and rewarded weekly.
- *Data charting for behaviors throughout the day for all students.
- *Structured Teaching is provided for all students to ensure smaller group sizes and more intensive instruction

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.