

Polk County Public Schools

# Citrus Ridge A Civics Academy



2016-17 Schoolwide Improvement Plan

## Citrus Ridge A Civics Academy

1775 SAND MINE RD, Davenport, FL 33897

<http://citrusridge.polk-fl.net>

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

### School Grades History

Year	2017-18
Grade	C

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Citrus Ridge A Civics Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Citrus Ridge is committed to engaging and developing Pioneers in a supportive environment designed with a focus on:

Community  
Inclusion  
Variety  
Collaboration  
Success

##### b. Provide the school's vision statement.

The vision of Citrus Ridge is to develop productive citizens for an ever-changing global society.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

All teachers incorporate some type of journal writing in their curriculum on a daily basis. Through this method, teachers get to know students and their needs. In addition, teachers talk with the students on a daily basis during class, during recess (elementary) and during class changes (middle school). These conversations help students to express themselves and help build relationships.

As a part of our Civics Academy, students will be celebrating roles of government and solving problems in the world around them. In order to do this, conversations will occur in the classrooms centered around students' cultures and the world around them. Students will be researching others' cultures and expressing themselves according to their understandings of how they view the world.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Morning:

Elementary students wait in an area outside their classroom in the mornings before school. Teachers on duty are able to have conversations with them during this time to build relationships and get to know them.

Middle school students wait in a specific area outside with teachers who are able to talk with them as they are talking with their peers.

During:

All teachers get to know students through conversations, data collection and writing in journals.

After:

Students are able to talk with teachers while waiting for dismissal. Because these groups are smaller groups, there is often time for more one-on-one discussions.

A bullying reporting system will be in place to ensure students have an anonymous safe place to report if anyone is bothering them. This system will have three places to report: online (Polk website

and school website), bully box in two locations. These reports will be followed up in a timely manner by one of the administrators.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.**

Citrus Ridge will implement CHAMPS and PBIS to ensure a consistent, school wide process for teaching expectations and procedures throughout the day. All teachers participated in a full day of CHAMPS training during pre-school professional development days. All students are taught the CHAMPS procedures throughout each routine and are taught the PBIS school wide expectations through out the year.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Two Guidance Counselors (one elementary and one middle school) are on campus to ensure that students have someone to talk to when necessary. In addition, Citrus Ridge has an LEA Facilitator to assist with the social, emotional and educational needs of the students with Individual Education Plans.

The MTSS team meets once per week to discuss the academic, social and emotional needs of students. During this time, adult and peer mentors are assigned as needed.

Part of the Civics Leadership Academy includes a peer mentorship program where older students are paired with younger students. These students will be a big brother or big sister to younger students according to need.

### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

Early warning data will be reviewed in the weekly MTSS meetings to include:  
students with 10 or more absences  
students with multiple suspensions (number will depend on the time of year)  
students who have failed academic courses  
students who have a Level 1 or 2 in Math or Reading and what interventions are in place.

**b. Provide the following data related to the school's early warning system**

**1. 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	
Attendance below 90 percent	19	27	28	27	24	28	4	9	6	0	0	0	0	172
One or more suspensions	3	4	4	6	8	12	27	28	27	0	0	0	0	119
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	27	22	79	70	55	67	0	0	0	0	320

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	4	1	3	10	24	23	26	28	0	0	0	0	119

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

Attendance - Attendance meetings with parents and students held weekly.

Suspensions - adult and/or peer mentoring program.

Failed academic courses - tutoring program.

Low test scores - time in the day for individual or small group intensive instruction

## B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

Yes

### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/355353>.

### 2. Description

A PIP has been uploaded for this school or district - see the link above.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

As a part of the Civics Academy, we will be building business partners with the school. These partners will assist us with a variety of things as we solve problems in our community through our 4 Pillars (Think, Understand, Demonstrate, Express). In return, we will assist the business partners with their needs.

## C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:



Name	Title
Conely, Kathy	Principal
Dunnells, Tanya	Assistant Principal
Shweil, Mahammad	Assistant Principal
Asbury, Shannon	Teacher, K-12
Gray, Karina	Teacher, K-12
Osteen, Tessie	Teacher, K-12
Schofield, Susan	Teacher, K-12
Santiago, Joseph	Teacher, K-12
Mullenix, Melissa	Instructional Technology

## b. Duties

### ***1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.***

Members of the Leadership Team serve as a Leader among their peers. After attending and providing input during the Leadership Team meetings, they will report back to their teams to get more input and report back to the Leadership Team the following week.

Members of the Leadership Team also participate in the district TLC professional development sessions. During these sessions, they learn curriculum, content and teaching strategies to take back to the school and share with their teams.

### ***2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.***

The Leadership Team will meet weekly on Monday afternoons. During this time, the team will review data and make informed decisions regarding instruction and spending of Title I funds, school operating funds, tutoring programs, and other local and federal funding sources. The Principal will be responsible for developing the meeting agendas based on the school needs.

## 2. School Advisory Council (SAC)

### **a. Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kathy Conely	Principal
Michael Rodriguez	Teacher
Elizabeth Wilson	Teacher
David Fitzsimmons	Parent
Jodi Taylor	Parent
Inna Pineiro	Parent
Christi Egor	Parent
Khadija Essaoudi	Parent
Naomi Garner	Parent
Nicole Murphy	Parent
Karina Hernandez	Parent
Farah Samedi	Parent
Rafael Guerrero	Parent
Robert Pineiro	Parent
Jill Corkins	Parent
Amanda Tarver	Education Support Employee

## b. Duties

### **1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

#### *a. Evaluation of last year's school improvement plan*

Not Applicable

#### *b. Development of this school improvement plan*

The School Leadership Team met over three days during the summer and reviewed data for the students who would be attending Citrus Ridge from schools that would be feeding into Citrus Ridge. Two parents were invited to join in the conversation. The School Advisory Council wasn't developed in it's entirety at this point.

Once the SAC was formed, the School Improvement Plan was presented to the SAC for revisions and input.

#### *c. Preparation of the school's annual budget and plan*

The SAC reviews the annual budget and votes to approve the budget based on the School Improvement Plan.

### **2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

Not applicable

### **3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

### 3. Literacy Leadership Team (LLT)

#### a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Jimmerson, Sandra	Instructional Media
Conely, Kathy	Principal
Osteen, Tessie	Teacher, K-12
Schofield, Susan	Teacher, K-12
Santiago, Joseph	Teacher, K-12

#### b. Duties

##### 1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team is lead by the Reading Coach and is co-chaired by the Media Specialist. This team meets monthly to discuss data and needs related to literacy. In addition, teachers meet with the Principal in Professional Learning Communities to review data related to Literacy. Once reviewed, interventions are discussed and implemented. If materials are needed, the LLT is informed and decisions are made on what to purchase using what funding sources.

### D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

#### 1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers in Middle School meet weekly with administration in PLCs each Tuesday. These PLCs are used for professional learning and reviewing data. In addition, teachers plan collaboratively each Wednesday. Collaborative planning sessions are facilitated by either an instructional coach or an administrator.

Teachers in Elementary School meet weekly with administration in PLCs each Wednesday. These PLCs are used for professional learning and reviewing data. In addition, teachers plan collaboratively each Tuesday. Collaborative planning sessions are facilitated by either an instructional coach or an administrator.

#### 2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Every first year Teacher is assigned a mentor teacher who assists the teacher with day-to-day needs.

Every teacher who is new to Polk County is a part of the "new Teacher" group that meets on a monthly basis to discuss the needs related to teaching in Polk County.

The Sunshine Committee provides small tokens of appreciation for Teachers and all staff on a regular basis.

### **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

Every first year Teacher is assigned a mentor teacher who assists the teacher with day-to-day needs. These Teachers were assigned based on common subjects and/or grade levels.

Every teacher who is new to Polk County is a part of the "new Teacher" group that meets on a monthly basis to discuss the needs related to teaching in Polk County.

If a Teacher is seen as struggling, he/she is provided with an Instructional Coach to assist with Instructional strategies.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.***

Core instruction follows district curriculum maps. District curriculum maps are written by Teachers and Instructional leaders using the Florida standards. Materials are chosen by a district adoption committee and purchased by the district textbook funds. Supplemental materials must be reviewed by a district team before being approved for purchase.

Since Citrus Ridge is a Civics Academy, we are working closely with the Florida Joint Center for Citizenship (FJCC) to determine the integration of civics instruction throughout the school. FJCC ensures that all instruction is aligned to the Florida standards.

#### **b. Instructional Strategies**

##### ***1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.***

Grades K-5: Teachers continually assess students using Reading Wonders Assessments (Reading) and Go Math Assessments (Math) for progress monitoring. This data is used to pull groups during center time. An additional 30 minutes of MTSS time has been built into the elementary schedule for all elementary teachers to work with students who need intensive instruction in either reading or math or both.

Grades 6-8: Students are scheduled in classes according to their levels in both math and reading. Students who have scored a Level 1 in Reading are scheduled in double block (2 class periods/100 minutes) of reading. Students who scored a Level 1 in Math are scheduled in double block (2 class periods/ 100 minutes) of math. Students who scored high in either math or reading are scheduled in advanced reading or high school credit math courses.

##### ***2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 2,640

Tutoring held on Tuesdays and Thursdays after school for 22 weeks (1 hour per day).

**Strategy Rationale**

Time to zero in on specific skill deficits.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Conely, Kathy, kathy.conely@polk-fl.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

IBTP skill assessments

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

The biggest transition our students have it to Ridge Community High School. The transition will be made easier through three things:

1. The counselors from the high school will visit the 8th graders to discuss high school options and electives.
2. The students will take a field trip to the high school to get a feel for the high school and what it means to be a high school student.
3. The high school will sponsor a parent/student orientation for the students to visit the school.

### b. College and Career Readiness

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Eighth grade students will participate in CHOICES curriculum as they explore college and career options during Social Studies classes.

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

Students will have the following Career and Technical options available to them as electives choices:

1. Digital Arts
2. Instructional Television
3. Agriscience
4. Business Computer Applications
5. Law studies

Students will have the option of obtaining Industry certification through any of the above classes.

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

As a Civics Academy, we are integrating Civics Leadership (Law Studies) with all academics and Career Technical courses. For example, students will be applying Civics to Digital Arts by designing projects to give back to the community. Their first project will be to design a bat house. Students will be conducting research on bats and how they eat mosquitoes, thus helping with the Zika outbreak. Then, they will use Math skills to build the bat house. Then research where bats live and will be placing the bat houses in prominent locations. Then, using Science skills to test their hypothesis to see if they made a difference.

The Agriscience department will be doing similar projects using hydroponics, aquariums and growing blueberry and strawberry plants. They will be integrating core subject areas and Civics to give back to the community through hands on projects using their curriculum.

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

Not Applicable

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Strength - new school = opportunity to create a new culture.

Weakness - new school = students and staff coming from all different backgrounds, different expectations.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Citrus Ridge will build a culture that supports the 5 core values - respect, rigor, responsibility, relationships, resilience and encompasses the pillars of "TUDE" - Think, Understand, Demonstrate and Express.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** Citrus Ridge will build a culture that supports the 5 core values - respect, rigor, responsibility, relationships, resilience and encompasses the pillars of "TUDE" - Think, Understand, Demonstrate and Express. 1a

G087454

### Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	45.0
FSA Mathematics Achievement	45.0
Civics EOC Pass	60.0
Statewide Science Assessment Achievement	50.0
School Grade - Percentage of Points Earned	55.0
Algebra I EOC Pass Rate	90.0
Geometry EOC Pass Rate	90.0

### Targeted Barriers to Achieving the Goal 3

- Variety of student needs / need for differentiation
- Lack of parent involvement
- Student behavior - students coming from different schools will need structure and expectations

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaches - Reading, Math, Science, Technology, FJCC
- Technology
- Other Teachers - collaboration
- Community as guest speakers
- Textbooks and curriculum maps
- Professional Development
- ESOL strategies
- Growth mindset
- District support
- FCRR
- FLDOE
- IBTP
- CPALMS
- Class Dojo
- CHAMPS, PBIS
- Social Media
- icivics
- Technology



- Other Teachers - collaboration
- Community as guest speakers
- Textbooks and curriculum maps
- Professional Development
- ESOL strategies
- Growth mindset
- District support
- FCRR
- FLDOE
- IBTP
- CPALMS
- Class Dojo
- CHAMPS, PBIS
- Social Media
- icivics

#### Plan to Monitor Progress Toward G1. 8

IBTP data

**Person Responsible**

Kathy Conely

**Schedule**

Weekly, from 9/26/2016 to 6/9/2017

**Evidence of Completion**

The Leadership Team will meet weekly to review data and make suggestions for improvement

## Action Plan for Improvement


*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

**G1.** Citrus Ridge will build a culture that supports the 5 core values - respect, rigor, responsibility, relationships, resilience and encompasses the pillars of "TUDE" - Think, Understand, Demonstrate and Express. 1

 G087454

**G1.B6** Variety of student needs / need for differentiation 2

 B232457

**G1.B6.S1** Teachers will establish and meet daily with small flexible data driven groups in reading and math. 4

 S245353

### Strategy Rationale

Students are coming the Citrus Ridge from a variety of backgrounds with a variety of needs. The need for differentiation of instruction is vital to their success.

### Action Step 1 5

Staff will be provided with professional development on how to analyze data.

#### Person Responsible

Melissa Mullenix

#### Schedule

Monthly, from 9/19/2016 to 6/9/2017

#### Evidence of Completion

Formative data

### Action Step 2 5

Teachers will analyze data and create groups for differentiated instruction

#### Person Responsible

Melissa Mullenix

#### Schedule

Weekly, from 9/19/2016 to 6/9/2017

#### Evidence of Completion

Groups, observation of instruction in these groups

**Action Step 3** **5**

Teachers will meet with small groups, record data and adjust instruction according to student needs

**Person Responsible**

Melissa Mullenix

**Schedule**


Weekly, from 9/19/2016 to 6/9/2017

***Evidence of Completion***

Data from small group instruction, formative assessments

**G1.B6.S2** Teachers will use effective teaching strategies and materials to meet the needs of all learners.

4

 S245354

### **Strategy Rationale**

Staff is coming from all different locations and backgrounds. They will need to be on the same page regarding what effective teaching looks like.

### **Action Step 1** 5

All staff will be provided with professional development on effective teaching strategies and use of materials

#### **Person Responsible**

Kathy Conely

#### **Schedule**

Weekly, from 8/1/2016 to 6/9/2017

#### **Evidence of Completion**

PD sign in sheets and agendas

### **Action Step 2** 5

Teachers will be provided with Professional Development on the Item Specifications

#### **Person Responsible**

Kathy Conely

#### **Schedule**

Monthly, from 9/26/2016 to 6/9/2017

#### **Evidence of Completion**

Powerpoint, sign in sheets, completion of the PD

### Action Step 3 5

Teachers will use the effective teaching strategies in their classrooms to meet the needs of all students

**Person Responsible**

Kathy Conely

**Schedule**

Daily, from 9/19/2016 to 6/9/2017

***Evidence of Completion***

Classroom walk throughs

### Action Step 4 5

Teachers will be provided with modeling and coaching as needed

**Person Responsible**

Perrin Clifton

**Schedule**

Daily, from 9/26/2016 to 6/9/2017

***Evidence of Completion***

Coaching notes, lesson plans

### Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Classroom walk throughs will be conducted on a regular basis, formative data will be collected

**Person Responsible**

Kathy Conely

**Schedule**

Weekly, from 9/19/2016 to 6/9/2017

***Evidence of Completion***

Lesson plans, classroom walk throughs, formative data

**Plan to Monitor Effectiveness of Implementation of G1.B6.S2** 7

Data chats, PLC meeting conversations about effective teaching strategies

**Person Responsible**

Kathy Conely

**Schedule**

Weekly, from 9/26/2016 to 6/9/2017


***Evidence of Completion***

Formative data

**G1.B7 Lack of parent involvement** 2

 B232458

**G1.B7.S1** Keep families and community informed via newsletters, agendas, email, phone, social media and school website. 4

 S245355

**Strategy Rationale**

Families play a vital role in the education of students. As a part of the Civics Academy, a partnership with the families will be crucial.

**Action Step 1** 5

Establish a school wide communication plan using the agenda planner as a daily communication tool and a folder to send home papers weekly.

**Person Responsible**

Tanya Dunnells

**Schedule**

Daily, from 8/15/2016 to 6/9/2017

***Evidence of Completion***

Agenda planner samples

**Action Step 2** 5

Establish grade level and department websites and keep them updated weekly.

**Person Responsible**

Kaleb Redman

**Schedule**

Weekly, from 9/12/2016 to 6/9/2017

***Evidence of Completion***

Website checks



### Action Step 3 5

Establish social media sites and keep them updated regularly.

**Person Responsible**

Kaleb Redman

**Schedule**

Weekly, from 9/12/2016 to 6/9/2017

***Evidence of Completion***

Social Media site

### Action Step 4 5

Build sustainable relationships with students and families through offering family nights.

**Person Responsible**

Melissa Mullenix

**Schedule**

Monthly, from 9/20/2016 to 5/26/2017

***Evidence of Completion***

Sign in sheets, agendas, calendars

### Action Step 5 5

Provide opportunities for the school community to build and strengthen relationships through action civics.

**Person Responsible**

Peggy Renihan

**Schedule**

Weekly, from 10/3/2016 to 6/9/2017

***Evidence of Completion***

Action Civics projects and results

### Action Step 6 5

Build sustainable relationships with staff through engaging activities and communication.

**Person Responsible**

Kathy Conely

**Schedule**

Daily, from 8/15/2016 to 6/9/2017

**Evidence of Completion**

Newsletters, PLC meeting minutes, data

### Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Keep calendar of parent activities, parent involvement, numbers of volunteers, copies of newsletters

**Person Responsible**

Melissa Mullenix

**Schedule**

Weekly, from 10/24/2016 to 6/9/2017

**Evidence of Completion**

calendars, increase in number of volunteers, newsletters, agendas, sign in sheets

### Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Parent survey will be sent at the end of the year

**Person Responsible**

Melissa Mullenix


**Schedule**

On 6/2/2017


**Evidence of Completion**

Survey scores and comments

**G1.B11** Student behavior - students coming from different schools will need structure and expectations **2**

 B232462

**G1.B11.S1** A school wide discipline plan will be created and monitored throughout the school year. **4**

 S245356

**Strategy Rationale**

With students and staff coming from different schools, consistent procedures and expectations need to be put into place for all students and staff to follow.

**Action Step 1** **5**

Create a school wide discipline committee that will meet monthly

**Person Responsible**

Mahammad Shweil

**Schedule**

Monthly, from 8/1/2016 to 6/9/2017

***Evidence of Completion***

Monthly agendas and minutes

**Action Step 2** **5**

Create the school wide expectations and display them throughout the school

**Person Responsible**

Mahammad Shweil

**Schedule**

Daily, from 8/8/2016 to 6/9/2017

***Evidence of Completion***

Posters of school wide expectations, interviewing students to determine knowledge of expectations

### Action Step 3 5

Create lesson plans for teaching the school wide expectations and teach the expectations

**Person Responsible**

Mahammad Shweil

**Schedule**

Weekly, from 8/8/2016 to 6/9/2017

***Evidence of Completion***

Lesson plans, Agenda from professional learning

### Action Step 4 5

Provide Professional Development on CHAMPs to staff and students

**Person Responsible**

Mahammad Shweil

**Schedule**

Daily, from 8/4/2016 to 6/9/2017

***Evidence of Completion***

Dates of Professional Learning, Agendas, Lesson Plans

### Plan to Monitor Fidelity of Implementation of G1.B11.S1 6

PBIS Team will meet monthly to review data and determine next steps

**Person Responsible**

Mahammad Shweil

**Schedule**

Monthly, from 9/14/2016 to 5/31/2017

***Evidence of Completion***

PBIS Team meeting agendas and minutes

**Plan to Monitor Effectiveness of Implementation of G1.B11.S1** 7

Tier II Team will review data of "frequent flyers" and implement plan

**Person Responsible**

Mahammad Shweil

**Schedule**

Weekly, from 9/29/2016 to 6/1/2017





***Evidence of Completion***

Discipline data, grades, attendance

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B7.S1.A4 A317621	Build sustainable relationships with students and families through offering family nights.	Mullenix, Melissa	9/20/2016	Sign in sheets, agendas, calendars	5/26/2017 monthly
G1.B11.S1.MA1 M330636	PBIS Team will meet monthly to review data and determine next steps	Shweil, Mahammad	9/14/2016	PBIS Team meeting agendas and minutes	5/31/2017 monthly
G1.B11.S1.MA1 M330635	Tier II Team will review data of "frequent flyers" and implement plan	Shweil, Mahammad	9/29/2016	Discipline data, grades, attendance	6/1/2017 weekly
G1.B7.S1.MA1 M330633	Parent survey will be sent at the end of the year	Mullenix, Melissa	4/24/2017	Survey scores and comments	6/2/2017 one-time
G1.MA1 M330637	IBTP data	Conely, Kathy	9/26/2016	The Leadership Team will meet weekly to review data and make suggestions for improvement	6/9/2017 weekly
G1.B6.S1.A1 A317611	Staff will be provided with professional development on how to analyze data.	Mullenix, Melissa	9/19/2016	Formative data	6/9/2017 monthly
G1.B6.S1.A2 A317612	Teachers will analyze data and create groups for differentiated instruction	Mullenix, Melissa	9/19/2016	Groups, observation of instruction in these groups	6/9/2017 weekly
G1.B6.S1.A3 A317613	Teachers will meet with small groups, record data and adjust instruction according to student needs	Mullenix, Melissa	9/19/2016	Data from small group instruction, formative assessments	6/9/2017 weekly
G1.B7.S1.MA1 M330634	Keep calendar of parent activities, parent involvement, numbers of volunteers, copies of newsletters	Mullenix, Melissa	10/24/2016	calendars, increase in number of volunteers, newsletters, agendas, sign in sheets	6/9/2017 weekly
G1.B7.S1.A1 A317618	Establish a school wide communication plan using the agenda planner as a daily communication tool...	Dunnells, Tanya	8/15/2016	Agenda planner samples	6/9/2017 daily
G1.B7.S1.A2 A317619	Establish grade level and department websites and keep them updated weekly.	Redman, Kaleb	9/12/2016	Website checks	6/9/2017 weekly
G1.B7.S1.A3 A317620	Establish social media sites and keep them updated regularly.	Redman, Kaleb	9/12/2016	Social Media site	6/9/2017 weekly
G1.B7.S1.A5 A317622	Provide opportunities for the school community to build and strengthen relationships through action...	Renihan, Peggy	10/3/2016	Action Civics projects and results	6/9/2017 weekly
G1.B7.S1.A6 A317623	Build sustainable relationships with staff through engaging activities and communication.	Conely, Kathy	8/15/2016	Newsletters, PLC meeting minutes, data	6/9/2017 daily
G1.B11.S1.A1 A317624	Create a school wide discipline committee that will meet monthly	Shweil, Mahammad	8/1/2016	Monthly agendas and minutes	6/9/2017 monthly
G1.B11.S1.A2 A317625	Create the school wide expectations and display them throughout the school	Shweil, Mahammad	8/8/2016	Posters of school wide expectations, interviewing students to determine knowledge of expectations	6/9/2017 daily
G1.B11.S1.A3 A317626	Create lesson plans for teaching the school wide expectations and teach the expectations	Shweil, Mahammad	8/8/2016	Lesson plans, Agenda from professional learning	6/9/2017 weekly
G1.B11.S1.A4 A317627	Provide Professional Development on CHAMPs to staff and students	Shweil, Mahammad	8/4/2016	Dates of Professional Learning, Agendas, Lesson Plans	6/9/2017 daily
G1.B6.S2.MA1 M330631	Data chats, PLC meeting conversations about effective teaching strategies	Conely, Kathy	9/26/2016	Formative data	6/9/2017 weekly
G1.B6.S2.MA1 M330632	Classroom walk throughs will be conducted on a regular basis, formative data will be collected	Conely, Kathy	9/19/2016	Lesson plans, classroom walk throughs, formative data	6/9/2017 weekly

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*Citrus Ridge A Civics Academy*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S2.A1  A317614	All staff will be provided with professional development on effective teaching strategies and use...	Conely, Kathy	8/1/2016	PD sign in sheets and agendas	6/9/2017 weekly
G1.B6.S2.A2  A317615	Teachers will be provided with Professional Development on the Item Specifications	Conely, Kathy	9/26/2016	Powerpoint, sign in sheets, completion of the PD	6/9/2017 monthly
G1.B6.S2.A3  A317616	Teachers will use the effective teaching strategies in their classrooms to meet the needs of all...	Conely, Kathy	9/19/2016	Classroom walk throughs	6/9/2017 daily
G1.B6.S2.A4  A317617	Teachers will be provided with modeling and coaching as needed	Clifton, Perrin	9/26/2016	Coaching notes, lesson plans	6/9/2017 daily

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Citrus Ridge will build a culture that supports the 5 core values - respect, rigor, responsibility, relationships, resilience and encompasses the pillars of "TUDE" - Think, Understand, Demonstrate and Express.

### **G1.B6** Variety of student needs / need for differentiation

**G1.B6.S1** Teachers will establish and meet daily with small flexible data driven groups in reading and math.

#### **PD Opportunity 1**

Staff will be provided with professional development on how to analyze data.

##### **Facilitator**

Melissa Mullenix, Marcia Halpin, Perrin Clifton

##### **Participants**

All Teachers

##### **Schedule**

Monthly, from 9/19/2016 to 6/9/2017

#### **PD Opportunity 2**

Teachers will analyze data and create groups for differentiated instruction

##### **Facilitator**

Melissa Mullenix, Marcia Halpin, Perrin Clifton

##### **Participants**

All Teachers

##### **Schedule**

Weekly, from 9/19/2016 to 6/9/2017



### PD Opportunity 3

Teachers will meet with small groups, record data and adjust instruction according to student needs

#### Facilitator

Melissa Mullenix, Marcia Halpin, Perrin Clifton

#### Participants

All Teachers

#### Schedule

Weekly, from 9/19/2016 to 6/9/2017

**G1.B6.S2** Teachers will use effective teaching strategies and materials to meet the needs of all learners.

### PD Opportunity 1

All staff will be provided with professional development on effective teaching strategies and use of materials

#### Facilitator

Kathy Coney, Melissa Mullenix, Marcia Halpin, Perrin Clifton

#### Participants

All staff

#### Schedule

Weekly, from 8/1/2016 to 6/9/2017

### PD Opportunity 2

Teachers will be provided with Professional Development on the Item Specifications

#### Facilitator

Kathy Coney, Melissa Mullenix, Marcia Halpin, Perrin Clifton

#### Participants

Teachers

#### Schedule

Monthly, from 9/26/2016 to 6/9/2017

## **G1.B7** Lack of parent involvement

**G1.B7.S1** Keep families and community informed via newsletters, agendas, email, phone, social media and school website.

### **PD Opportunity 1**

Establish grade level and department websites and keep them updated weekly.

#### **Facilitator**

Jenny Cramatte

#### **Participants**

Teachers

#### **Schedule**

Weekly, from 9/12/2016 to 6/9/2017

### **PD Opportunity 2**

Provide opportunities for the school community to build and strengthen relationships through action civics.

#### **Facilitator**

Peggy Renihan

#### **Participants**

Teachers

#### **Schedule**

Weekly, from 10/3/2016 to 6/9/2017

### **PD Opportunity 3**

Build sustainable relationships with staff through engaging activities and communication.

#### **Facilitator**

Kathy Conely

#### **Participants**

All staff

#### **Schedule**

Daily, from 8/15/2016 to 6/9/2017

**G1.B11** Student behavior - students coming from different schools will need structure and expectations

**G1.B11.S1** A school wide discipline plan will be created and monitored throughout the school year.

**PD Opportunity 1**

Create lesson plans for teaching the school wide expectations and teach the expectations

**Facilitator**

Hacam Shweil

**Participants**

All staff

**Schedule**

Weekly, from 8/8/2016 to 6/9/2017

**PD Opportunity 2**

Provide Professional Development on CHAMPs to staff and students

**Facilitator**

DeeDee Maxwell, Hacam Shweil, Javier Ruiz

**Participants**

All staff

**Schedule**

Daily, from 8/4/2016 to 6/9/2017

## VI. Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Citrus Ridge will build a culture that supports the 5 core values - respect, rigor, responsibility, relationships, resilience and encompasses the pillars of "TUDE" - Think, Understand, Demonstrate and Express.

**G1.B6** Variety of student needs / need for differentiation

**G1.B6.S2** Teachers will use effective teaching strategies and materials to meet the needs of all learners.

### TA Opportunity 1

Teachers will be provided with modeling and coaching as needed

#### Facilitator

Perrin Clifton, Marcia Halpin

#### Participants

Schedule of coaching cycles

#### Schedule

Daily, from 9/26/2016 to 6/9/2017

**G1.B11** Student behavior - students coming from different schools will need structure and expectations

**G1.B11.S1** A school wide discipline plan will be created and monitored throughout the school year.

### TA Opportunity 1

Create a school wide discipline committee that will meet monthly

#### Facilitator

Hacam Shweil

#### Participants

Discipline/PBS committee

#### Schedule

Monthly, from 8/1/2016 to 6/9/2017

## VII. Budget

1	G1.B11.S1.A1	Create a school wide discipline committee that will meet monthly	\$0.00
2	G1.B11.S1.A2	Create the school wide expectations and display them throughout the school	\$0.00

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3	G1.B11.S1.A3	Create lesson plans for teaching the school wide expectations and teach the expectations				\$0.00
4	G1.B11.S1.A4	Provide Professional Development on CHAMPs to staff and students				\$0.00
5	G1.B6.S1.A1	Staff will be provided with professional development on how to analyze data.				\$0.00
6	G1.B6.S1.A2	Teachers will analyze data and create groups for differentiated instruction				\$0.00
7	G1.B6.S1.A3	Teachers will meet with small groups, record data and adjust instruction according to student needs				\$0.00
8	G1.B6.S2.A1	All staff will be provided with professional development on effective teaching strategies and use of materials				\$0.00
9	G1.B6.S2.A2	Teachers will be provided with Professional Development on the Item Specifications				\$0.00
10	G1.B6.S2.A3	Teachers will use the effective teaching strategies in their classrooms to meet the needs of all students				\$0.00
11	G1.B6.S2.A4	Teachers will be provided with modeling and coaching as needed				\$0.00
12	G1.B7.S1.A1	Establish a school wide communication plan using the agenda planner as a daily communication tool and a folder to send home papers weekly.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150		1032 - Citrus Ridge A Civics Academy	Title I, Part A		\$4,000.00
13	G1.B7.S1.A2	Establish grade level and department websites and keep them updated weekly.				\$0.00
14	G1.B7.S1.A3	Establish social media sites and keep them updated regularly.				\$0.00
15	G1.B7.S1.A4	Build sustainable relationships with students and families through offering family nights.				\$0.00
16	G1.B7.S1.A5	Provide opportunities for the school community to build and strengthen relationships through action civics.				\$0.00
17	G1.B7.S1.A6	Build sustainable relationships with staff through engaging activities and communication.				\$0.00
Total:						\$4,000.00