Citrus Ridge A Civics Academy

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	Yes	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	72%

School Grades History

Year	2016-17
Grade	D

*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 <u>section 1008.33, Florida Statutes,</u> 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 two 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- <u>Implementing</u> - 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.

2017-18 DA Category and Statuses for Citrus Ridge A Civics Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	- 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
Innovation
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.

A civics focused journal will be incorporated into students learning weekly. Students will be provided with a weekly Civics prompt which they will then explore with teacher guidance. 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. Students will be participating in civics engagement lessons K-8, in addition to service learning projects.

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

Morning: After breakfast:
Elementary students report to outside of their classrooms and sit quietly with a book to read. Teachers are on duty in these areas and they are able to have conversations with them during this time to build relationships and get to know them.

Middle school students report to the gymnasium until the bell rings for class change to homeroom. Students are supervised by teachers in the gym 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 - the administration office area and the media center. 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 have been trained in CHAMPS training during pre-school professional development days and students are taught the CHAMPS procedures and PBIS expectations through school-wide and classroom expectations.

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.

Three school counselors (one elementary and two middle school) are on campus to ensure that students have someone to talk to when necessary. In addition, Citrus Ridge has two LEA Facilitators 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP 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/503035.

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 partnerships with businesses in and around our community. These partners will assist us with a variety of things as we solve problems within our school and our community through our Civics Leadership program. In return, we will assist the business partners with their needs and share our successes with them.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Donnelly, Russell	Principal
Dennis, Alicia	Assistant Principal
Asbury, Shannon	Teacher, K-12
Schofield, Susan	Teacher, K-12
Mullenix, Melissa	Instructional Technology
Newman-Lake, Kris	Assistant Principal
Dyer, Jeni	Assistant Principal
Evans, Joseph	Instructional Coach
Redman, Kaleb	Other
Carlson, Heather	Teacher, K-12
Cramatte, Jenny	Instructional Coach
Sawyer, Laura	Instructional Technology
Cash, Janet	Teacher, K-12
Hill, Samantha	Teacher, K-12
Gresh, Chad	Teacher, K-12
Loehr, Joyce	Teacher, K-12
Johnson, Jodi	Teacher, K-12
Olson, Jennifer	Instructional Coach
Gomez, Lea	Teacher, K-12

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. The school-based Leadership Team will meet together on the 7 Early Release Days, Data Day (1 day), and other times as needed. 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 school-based Leadership Team also participate in the school-based Technology Leadership Team; the school-based Technology Coaches are also involved as part of the Technology Leadership Team. The focus of the Technology Leadership Team will be to help lead the school as we continue to work towards a one-to-one implementation model.

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 school-based Leadership Team will meet together on the 7 Early Release Days, Data Day (1 day), and other times as needed. 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. School Administration 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
Russell Donnelly	Principal
Elizabeth Wilson	Teacher
David Fitzsimmons	Parent
Christi Egor	Parent
Naomi Garner	Parent
Nicole Murphy	Parent
Karina Hernandez	Parent
Farah Samedi	Parent
Rafael Guerrero	Parent
Robert Pineiro	Parent
Kris Newman-Lake	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Our first SAC meeting of the 2017 - 2018 school year will be held on September 25, 2017.

b. Development of this school improvement plan

The SIP will be developed by the school based leadership team and will identify the various needs of the school.

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, Saundra	Instructional Media
Schofield, Susan	Teacher, K-12
Donnelly, Russell	Principal
Newman-Lake, Kris	Assistant Principal
Dennis, Alicia	Assistant Principal
Olson, Jennifer	Instructional Coach
Dyer, Jeni	Assistant Principal
Gomez, Lea	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 school-wide literacy. Teachers will also address school data in relation to literacy in their PLC's with school administration. Based on these discussions, interventions will be put into place as needed to support students literacy growth.

The LLT will focus on the school-wide implementation of the Accelerated Reader program during the 2017 - 2018 school year. The LLT will identify incentives to support the AR program school-wide and to establish a culture of reading across the grade levels.

The LLT will also support the continued implementation of the "Reading Buddies" program. This program helps to develop readers among the older students and younger students by pairing up "Reading Buddies" across the grade levels, and to support K-8 reading development.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Elementary Teachers meet with administration in weekly PLC's on Thursdays. These PLCs are used for professional learning and reviewing data. Elementary Teachers participate in collaborative planning on Wednesdays via grade level and subject area where they collaboratively discuss and review how grade level standards based instruction will be implemented. Collaborative planning sessions are facilitated by an instructional coach, school administrator, or grade chair.

Middle School Teachers meet with administration in weekly PLC's on Fridays. These PLCs are used for professional learning and reviewing data. Middle School Teachers participate in collaborative planning

on Wednesdays via content area where they collaboratively discuss and review how grade level standards based instruction will be implemented. Collaborative planning sessions are facilitated by an instructional coach, school administrator, or grade chair.

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

All first year teachers, coming into the profession, will be assigned a Teacher Mentor who will assist new hires with navigating through their first year as an educator. First year teachers will also participate in a New Teacher PLC who will meet on a monthly basis where they will discuss "hot topics" pertinent to the first year teacher.

Professional Development opportunities will be made available for faculty members to help them develop as educators. PD opportunities will be available for both new educators and veteran educators.

Successes will be celebrated throughout the school. Star staff members will be identified weekly to celebrate the great things that are happening on the school campus. Administration will join with the staff to celebrate the successes of the school as we work towards improvement throughout the school year. In addition to administration support, the school-based Sunshine fund will provide morale boosters and tokens of appreciation for the school staff.

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

All first year teachers, coming into the profession, will be assigned a Teacher Mentor who will assist new hires with navigating through their first year as an educator. First year teachers will also participate in a New Teacher PLC who will meet on a monthly basis where they will discuss "hot topics" pertinent to the first year teacher.

Teacher mentors will be assigned based on grade level/subject area similarities, in addition district requirements for mentor teachers.

Teachers who need additional support with content area, classroom management, etc. will be provided assistance from the school-based instructional coaches to help them with strategies to help them be successful.

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 the Polk County Schools 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 will continue to work closely with the Florida Joint Center for Citizenship (FJCC) during the 2017 - 2018 school year as civics integration continues to be infused throughout the curriculum. 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 will use STAR Early Literacy, STAR Reading, and STAR Math assessments as baseline and benchmark assessments throughout the school year to help determine student levels of performance and to establish baseline and progress monitoring data which will help to drive instruction. Teachers will continually assess students using Reading Wonders Assessments (Reading) and Go Math Assessments (Math) for progress monitoring. These data points will be used to help teachers determine small group and individualized interventions in the classroom. An additional 60 mins. of intervention/acceleration time is built into the elementary schedule daily so that students can be provided with the MTSS supports necessary.

Grades 6-8: Teachers will use STAR Reading and STAR Math assessments as baseline and benchmark assessments throughout the school year to help determine students levels of performance and to establish baseline and progress monitoring data to help drive instruction. Students are scheduled in classes according to their FSA scores and district requirements. Based on students individualized performance on state standardized assessments determines if students are placed in advanced coursework or intensive reading classes. Students will also receive ESOL and ESE services as per their service plans and Individualized Education Plans. MTSS supports will be provided to middle school students in their core classes and other areas as needed based on student need and performance.

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
Mullenix, Melissa, melissa.mullenix@polk-fl.net

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

STAR Reading and STAR Math baseline and benchmark Assessments.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 is 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 the 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. Civics Leadership

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.

Through the Digital Arts program and the Fab Lab, students are able to obtain industry certification, and go on and attend the Engineering Academy at Ridge Community. Students work with computerated design in Production Tech and 3-D Auto Cad in Applied Enginnering. Students experience real world application for what they are learning in their core classes for hands on learning opportunities in the Engineering classroom. Students participate in collaborative and cooperative work and learn employability skills for their future.

The Instructional Television (ITV) program provides the opportunity for students to obtain industry certification in Adobe Premier Pro or Adobe Photo Shoppe. 6th grade students participate in Intro to Film and Screenwriting, 7th graders participate in developing/technical ITV through Intro to Software, and 8th graders participate in making the show, short films, and film festivals. By the time students complete the 3-year middle school ITV program, they are ready to enter into the Motion Picture Arts Program at Harrison School of the Arts in Lakeland or run the ITV program at Ridge Community High School as a 9th grade freshman. 5th grade students are able to participate in the after school ITV club where they learn the basics of running a school news show as an extracurriclur club, and this prepares them to go into the ITV program in middle school.

The Agriscience department will utilize hydroponics and aquariums while growing blueberry and strawberry plants, tomato plants, lettuce, onions, cucumbers, and other fruits and vegetables.
Students wil also have the opportunity to participate in the FFA (Future Farmers of America) program.

They will be integrating core subject areas and Civics to give back to the community through hands on projects using their curriculum.

Civics Leadership allows students to participate in Engaged Citizenship classes and is specifically focused on 8th grade students. The focus of the Engaged Citizenship program is to help students foster a sense of responsibility within their school and community. Citrus Ridge is the only middle school in the country with this type of program. Engaged Citizenship is a pilot program through the University of Central Florida and the Florida Joint Center for Citizenship. Students participating in the course will complete a service project each semester that is school, community, and district based; students will also create a Public Service Announcement commercial that will be featured on a nation-wide website. Students in the program will also provide assistance throughout the school as needed for special events and assist with campus-wide initiatives.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.

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"Â? 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

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   Highly qualified teaching staff will be retained due to relationships that are built, positive experiences provided to teaching staff through feedback and interactions, PLC opportunities, and celebrating successes amongst the staff.

G2.   Students will be engaged in civics-focused lessons grades K-8, derived from the Florida Joint Center for Citizenship, in addition to participating in service learning experiences across the grade levels to ensure that civics awareness is developed, with an end result of student participation in the Civics Leadership capstone.

G3.   School-wide operational and instructional processes will be designed and implemented by Citrus Ridge leadership team to ensure high quality instruction is being driven across grade levels, K-8, through modeling, PLC's, collaborative planning, and data being used to drive instruction.

G4.   Students will be engaged in relevant and rigorous, standards based learning experiences throughout core instruction as evidenced through an increase in FSA and EOC assessment scores in all content areas.

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. Highly qualified teaching staff will be retained due to relationships that are built, positive experiences provided to teaching staff through feedback and interactions, PLC opportunities, and celebrating successes amongst the staff. `1a`

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Targets Supported `1b`

Indicator	Annual Target
Effective+ Administrators	

Targeted Barriers to Achieving the Goal `3`

- Teachers lack relationships with one another due to the staff still being "new" to each other.

- Experiences are not always positive and those experiences can negatively influence staff and their decision to "stay onboard".

-

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

- Faculty and staff will be given opportunities for successful and positive interactions with one another. Opportunities for staff to celebrate successes will be provided to staff members so they can have positive experiences to reflect upon. Staff will know they are appreciated by administration through special recognitions. The school-based Sunshine committee will be involved in spreading "sunshine" and happiness to school staff to help keep a positive vibe in regards to the school culture.

Plan to Monitor Progress Toward G1. `8`

School administration will focus on the importance of teacher retention and helping to ensure that all teachers feel that they are part of the Citrus Ridge family.

Person Responsible
Russell Donnelly

Schedule
Daily, from 8/3/2017 to 6/8/2018

Evidence of Completion
Teacher retention numbers, staff survey, staff feedback.

G2. Students will be engaged in civics-focused lessons grades K-8, derived from the Florida Joint Center for Citizenship, in addition to participating in service learning experiences across the grade levels to ensure that civics awareness is developed, with an end result of student participation in the Civics Leadership capstone. 1a

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Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	

Targeted Barriers to Achieving the Goal 3

- Teachers have a lack of understanding in regards to what Civics is.

- Lack of resources in regards to teaching Civics (except for lesson plans from FJCC).

- Lack of understanding what service learning experiences are in regards to Civics.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Support from FJCC in regards to lesson planning and delivery for Civics.

- Professional Development delivered through PLC's in regards to the Civics focus of the school where teachers are able to better develop an understanding of what it is to be a Civics Academy and what service learning is.

- Professional Development to help teachers understand the K-8 Civics focus of the school and how the concept of civics is taught starting in elementary school carried through to the Civics Leadership capstone in middle school.

- Professional Development delivered through PLC's in regards to the Civics focus of the school where teachers are able to better develop an understanding of what it is to be a Civics Academy and what service learning is.

- Professional Development to help teachers understand the K-8 Civics focus of the school and how the concept of civics is taught starting in elementary school carried through to the Civics Leadership capstone in middle school.

Plan to Monitor Progress Toward G2. 8

Students will participate in civics lesson plans K-8 from FJCC. Students will participate in service learning experiences to help them develop a civics mindedness focus.

Person Responsible

Kris Newman-Lake

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Student work samples and teacher lesson plans.

G3. School-wide operational and instructional processes will be designed and implemented by Citrus Ridge leadership team to ensure high quality instruction is being driven across grade levels, K-8, through modeling, PLC's, collaborative planning, and data being used to drive instruction. `1a`

🔑 G098798

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement - Grade 3	58.0
FSA ELA Achievement - Grade 4	56.0
FSA ELA Achievement - Grade 5	53.0
FSAA ELA Achievement	54.0

Targeted Barriers to Achieving the Goal `3`

- 1. Continuous rolling enrollment of students.

- 2. 16% of student population are identified as SWD's.

- 3. 17% of student population are identified as ELL's.

- 4. Teachers lacking knowledge or proficiency in MTSS and CHAMPS.

- 5. Lack of accountability in regards to lesson planning and effective instruction.

- 6. Student accountability in regards to owning and understanding how they are progressing.

- 7. Teacher accountability in regards to progress monitoring and teachers know and understanding their individual student's data

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

- 1. Assess immediately using formative assessments, provide home/online resources to help reduce achievement gap. Provide small group instruction to incoming students needing those interventions to help close achievement gaps (MTSS/Tier 2 & 3 data).

- 2. ESE Inclusion teacher – one for each grade level. Acceleration scheduling will be used as a system to ensure students receive the needed support for their success. Those students requiring a more restrictive setting for their success will be placed in the ESE Resource classroom as determined by their individual needs.

- 3. ESOL teachers – one for elementary and one for middle school as well as two paraprofessionals.

- 4. Conduct PD for two high impact tools during early release staff development days and PLC meetings thru the year with follow thru.

- 5. Common planning will be attended by Literacy/Math Coaches and Administration, with lesson plans being reviewed in relation to the curriculum maps/pacing guides to ensure that timely instruction is being delivered.

- 6. Teacher will conduct ongoing data chats with their students to help their students understanding how they are progressing in regards to the standards. Provide students with real life experiences to help them understand the importance of the material they are learning.

- 7. Teachers will understand their own students data and how the students are progressing. Teachers will dig deeper to understand the standards in order to provide more appropriate instruction to their students in relation to the concepts they are learning.

Plan to Monitor Progress Toward G3. 8

2016-2107 data will be mined and presented from Performance Matters. There after, progress monitoring and unit assessment data will be reviewed analyzed and discussed in school leadership teams and with staff in PLC's.

Person Responsible
Alicia Dennis

Schedule
On 5/30/2018

Evidence of Completion
PLC's and Data Chats with teachers about the specific data of their students.

G4. Students will be engaged in relevant and rigorous, standards based learning experiences throughout core instruction as evidenced through an increase in FSA and EOC assessment scores in all content areas. 1a

🔑 G098799

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	54.0
FSA Mathematics Achievement	54.0
Civics EOC Pass	60.0
Statewide Science Assessment Achievement	55.0
School Grade - Percentage of Points Earned	55.0
Algebra I EOC Pass Rate	100.0
Geometry EOC Pass Rate	100.0
ELA/Reading Gains	55.0
Math Gains	55.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0
Statewide Science Assessment Achievement	50.0
School Grade - Percentage of Points Earned	41.0

Targeted Barriers to Achieving the Goal 3

- Student scores
- Self created ceilings
- "Those kids can't" attitude
- Prior knowledge
- Teachers don't use flexible groups
- Variety of student needs / need for differentiation
- Lack of parent involvement
- Language barriers
- Improper planning
- Lack of communication
- 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

- 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

- CPALMS

- Class Dojo

- CHAMPS, PBIS

- Social Media

- icivics

- ESE Inclusion Model

Plan to Monitor Progress Toward G4. [8]

STAR Early Literacy, STAR Reading, and STAR Math

Person Responsible
Russell Donnelly

Schedule
Weekly, from 9/18/2017 to 6/9/2018

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Highly qualified teaching staff will be retained due to relationships that are built, positive experiences provided to teaching staff through feedback and interactions, PLC opportunities, and celebrating successes amongst the staff. 1

🔑 G098796

G1.B3 2

🔑 B265901

G1.B3.S1 Staff may feel overwhelmed by the amount of work that needs to be accomplished. 4

🔑 S281844

Strategy Rationale

Due to the school's grade, a tremendous amount of work must be done to enure that the school is successful and increases their grade.

> Action Step(s) Missing for Goal #1, Barrier #3, Strategy #1
> Complete one or more action steps for this Strategy or de-select it

G1.B3.S2 Staff need to know and understand how valuable they are to the school and to the students. 4

🔑 S281845

Strategy Rationale

Staff need to be recognized for their work and for being an important part of the school community.

> Action Step(s) Missing for Goal #1, Barrier #3, Strategy #2
> Complete one or more action steps for this Strategy or de-select it

G2. Students will be engaged in civics-focused lessons grades K-8, derived from the Florida Joint Center for Citizenship, in addition to participating in service learning experiences across the grade levels to ensure that civics awareness is developed, with an end result of student participation in the Civics Leadership capstone. `1`

🔑 G098797

G2.B1 Teachers have a lack of understanding in regards to what Civics is. `2`

🔑 B265902

G2.B1.S1 Teachers do not understand what Civics truly is. `4`

🔑 S281846

Strategy Rationale

Teachers will develop an understanding of what Civics is so that they can better deliver this concept to their students K-8.

Action Step 1 `5`

Teachers will participate in PD opportunities through PLC's to help them better understand the concepts of Civics. Teachers will also get to better know the FJCC Civics lessons that can be delivered across the grade levels. Teachers will also learn about additional resources available to them, in addition to what specifically service experience opportunities that our students can be engaged in with a Civics focus to better our community and our school.

Person Responsible

Jennifer Olson

Schedule

Biweekly, from 9/7/2017 to 6/1/2018

Evidence of Completion

Student work samples, lesson plans, PLC attendance logs and PLC feedback.

G3. School-wide operational and instructional processes will be designed and implemented by Citrus Ridge leadership team to ensure high quality instruction is being driven across grade levels, K-8, through modeling, PLC's, collaborative planning, and data being used to drive instruction. 1

🔑 G098798

G3.B1 1. Continuous rolling enrollment of students. 2

🔑 B265905

G3.B1.S1 School-wide systems will be implemented across the school to ensure that students and teachers know the systemic processes to help our school run smoothly and efficiently. Systems will be in place for PBIS/CHAMPS, discipline, dress code, starting school and dismissal, lesson plans, notifying the office in emergency situations, etc. 4

🔑 S281847

Strategy Rationale

It is critical for set procedures and systems to be in place, especially due to the size of Citrus Ridge, to ensure that everyone at the school (students, staff, faculty, parents, etc.) understand the expectations to help our school function and run like a well-oiled machine.

Action Step 1 5

School-wide systems

Person Responsible

Russell Donnelly

Schedule

Daily, from 8/4/2017 to 6/1/2018

Evidence of Completion

PBIS/CHAMPS, Discipline Procedures, Emails, PLC agendas, etc.

G4. Students will be engaged in relevant and rigorous, standards based learning experiences throughout core instruction as evidenced through an increase in FSA and EOC assessment scores in all content areas. 1

🔑 G098799

G4.B6 Variety of student needs / need for differentiation 2

🔑 B265917

G4.B6.S1 Teachers will establish and meet daily with small flexible data driven groups in reading and math. 4

🔑 S281849

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 9/18/2017 to 6/1/2018

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 9/18/2017 to 6/1/2018

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 9/18/2017 to 6/1/2018

Evidence of Completion

Data from small group instruction, formative assessments

G4.B6.S2 Teachers will use effective teaching strategies and materials to meet the needs of all learners. 4

🔑 S281850

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

Alicia Dennis

Schedule

Weekly, from 8/1/2017 to 6/1/2018

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

Melissa Mullenix

Schedule

Monthly, from 9/28/2017 to 6/1/2018

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

Alicia Dennis

Schedule

Daily, from 9/19/2017 to 6/1/2018

Evidence of Completion

Classroom walk throughs

Action Step 4 5

Teachers will be provided with modeling and coaching as needed

Person Responsible

Alicia Dennis

Schedule

Daily, from 9/26/2017 to 6/1/2018

Evidence of Completion

Coaching notes, lesson plans

Plan to Monitor Fidelity of Implementation of G4.B6.S2 6

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

Person Responsible

Russell Donnelly

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Lesson plans, classroom walk throughs, formative data

Plan to Monitor Effectiveness of Implementation of G4.B6.S2 7

Data chats, PLC meeting conversations about effective teaching strategies

Person Responsible

Russell Donnelly

Schedule

Weekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Formative data

G4.B7 Lack of parent involvement 2

🔑 B265918

G4.B7.S1 Keep families and community informed via newsletters, agendas, email, phone, social media and school website. 4

🔑 S281851

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

Kris Newman-Lake

Schedule

Daily, from 8/4/2017 to 6/1/2018

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 8/30/2017 to 6/1/2018

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 9/14/2017 to 6/1/2018

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 9/14/2017 to 6/1/2018

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 10/9/2017 to 6/1/2018

Evidence of Completion

Action Civics projects and results

Action Step 6 `5`

Build sustainable relationships with staff through engaging activities and communication.

Person Responsible

Russell Donnelly

Schedule

Daily, from 8/4/2017 to 6/1/2018

Evidence of Completion

Newsletters, PLC meeting minutes, data

Plan to Monitor Fidelity of Implementation of G4.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 G4.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

G4.B11 Student behavior - students coming from different schools will need structure and expectations `2`

🔑 B265922

G4.B11.S1 A school wide discipline plan will be created and monitored throughout the school year. `4`

🔑 S281852

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

Kris Newman-Lake

Schedule

Monthly, from 8/3/2017 to 6/1/2018

Evidence of Completion

Monthly agendas and minutes

Action Step 2 `5`

Create the school wide expectations and display them throughout the school

Person Responsible

Kris Newman-Lake

Schedule

Daily, from 8/3/2017 to 6/1/2018

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

Kris Newman-Lake

Schedule

Weekly, from 8/3/2017 to 6/1/2018

Evidence of Completion

Lesson plans, Agenda from professional learning

Action Step 4 `5`

Provide Professional Development on CHAMPs to staff and students

Person Responsible

Kris Newman-Lake

Schedule

Daily, from 8/3/2017 to 6/1/2018

Evidence of Completion

Dates of Professional Learning, Agendas, Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B11.S1 `6`

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

Person Responsible

Kris Newman-Lake

Schedule

Monthly, from 9/13/2017 to 9/13/2017

Evidence of Completion

PBIS Team meeting agendas and minutes

Plan to Monitor Effectiveness of Implementation of G4.B11.S1 `7`

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

Person Responsible

Alicia Dennis

Schedule

Weekly, from 9/25/2017 to 6/1/2018

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
2018					
G4.B7.S1.MA1 🔍 M412518	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
G4.B7.S1.MA1 🔍 M412519	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
G4.B11.S1.MA1 🔍 M412521	PBIS Team will meet monthly to review data and determine next steps	Newman-Lake, Kris	9/13/2017	PBIS Team meeting agendas and minutes	9/13/2017 monthly
G3.MA1 🔍 M412515	2016-2107 data will be mined and presented from Performance Matters. There after, progress...	Dennis, Alicia	8/3/2017	PLC's and Data Chats with teachers about the specific data of their students.	5/30/2018 one-time
G2.MA1 🔍 M412514	Students will participate in civics lesson plans K-8 from FJCC. Students will participate in...	Newman-Lake, Kris	9/18/2017	Student work samples and teacher lesson plans.	6/1/2018 monthly
G2.B1.S1.A1 🔍 A380213	Teachers will participate in PD opportunities through PLC's to help them better understand the...	Olson, Jennifer	9/7/2017	Student work samples, lesson plans, PLC attendance logs and PLC feedback.	6/1/2018 biweekly
G3.B1.S1.A1 🔍 A380214	School-wide systems	Donnelly, Russell	8/4/2017	PBIS/CHAMPS, Discipline Procedures, Emails, PLC agendas, etc.	6/1/2018 daily
G4.B6.S1.A1 🔍 A380215	Staff will be provided with professional development on how to analyze data.	Mullenix, Melissa	9/18/2017	Formative data	6/1/2018 monthly
G4.B6.S1.A2 🔍 A380216	Teachers will analyze data and create groups for differentiated instruction	Mullenix, Melissa	9/18/2017	Groups, observation of instruction in these groups	6/1/2018 weekly
G4.B6.S1.A3 🔍 A380217	Teachers will meet with small groups, record data and adjust instruction according to student needs	Mullenix, Melissa	9/18/2017	Data from small group instruction, formative assessments	6/1/2018 weekly
G4.B7.S1.A1 🔍 A380222	Establish a school wide communication plan using the agenda planner as a daily communication tool...	Newman-Lake, Kris	8/4/2017	Agenda planner samples	6/1/2018 daily
G4.B7.S1.A2 🔍 A380223	Establish grade level and department websites and keep them updated weekly.	Redman, Kaleb	8/30/2017	Website checks	6/1/2018 weekly
G4.B7.S1.A3 🔍 A380224	Establish social media sites and keep them updated regularly.	Redman, Kaleb	9/14/2017	Social Media site	6/1/2018 weekly
G4.B7.S1.A4 🔍 A380225	Build sustainable relationships with students and families through offering family nights.	Mullenix, Melissa	9/14/2017	Sign in sheets, agendas, calendars	6/1/2018 monthly
G4.B7.S1.A5 🔍 A380226	Provide opportunities for the school community to build and strengthen relationships through action...	Renihan, Peggy	10/9/2017	Action Civics projects and results	6/1/2018 weekly
G4.B7.S1.A6 🔍 A380227	Build sustainable relationships with staff through engaging activities and communication.	Donnelly, Russell	8/4/2017	Newsletters, PLC meeting minutes, data	6/1/2018 daily
G4.B11.S1.MA1 🔍 M412520	Tier II Team will review data of "frequent flyers" and implement plan	Dennis, Alicia	9/25/2017	Discipline data, grades, attendance	6/1/2018 weekly
G4.B11.S1.A1 🔍 A380228	Create a school wide discipline committee that will meet monthly	Newman-Lake, Kris	8/3/2017	Monthly agendas and minutes	6/1/2018 monthly
G4.B11.S1.A2 🔍 A380229	Create the school wide expectations and display them throughout the school	Newman-Lake, Kris	8/3/2017	Posters of school wide expectations, interviewing students to determine knowledge of expectations	6/1/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B11.S1.A3 🔑 A380230	Create lesson plans for teaching the school wide expectations and teach the expectations	Newman-Lake, Kris	8/3/2017	Lesson plans, Agenda from professional learning	6/1/2018 weekly
G4.B11.S1.A4 🔑 A380231	Provide Professional Development on CHAMPs to staff and students	Newman-Lake, Kris	8/3/2017	Dates of Professional Learning, Agendas, Lesson Plans	6/1/2018 daily
G4.B6.S2.MA1 🔑 M412516	Data chats, PLC meeting conversations about effective teaching strategies	Donnelly, Russell	9/18/2017	Formative data	6/1/2018 weekly
G4.B6.S2.MA1 🔑 M412517	Classroom walk throughs will be conducted on a regular basis, formative data will be collected	Donnelly, Russell	8/28/2017	Lesson plans, classroom walk throughs, formative data	6/1/2018 weekly
G4.B6.S2.A1 🔑 A380218	All staff will be provided with professional development on effective teaching strategies and use...	Dennis, Alicia	8/1/2017	PD sign in sheets and agendas	6/1/2018 weekly
G4.B6.S2.A2 🔑 A380219	Teachers will be provided with Professional Development on the Item Specifications	Mullenix, Melissa	9/28/2017	Powerpoint, sign in sheets, completion of the PD	6/1/2018 monthly
G4.B6.S2.A3 🔑 A380220	Teachers will use the effective teaching strategies in their classrooms to meet the needs of all...	Dennis, Alicia	9/19/2017	Classroom walk throughs	6/1/2018 daily
G4.B6.S2.A4 🔑 A380221	Teachers will be provided with modeling and coaching as needed	Dennis, Alicia	9/26/2017	Coaching notes, lesson plans	6/1/2018 daily
G1.MA1 🔑 M412513	School administration will focus on the importance of teacher retention and helping to ensure that...	Donnelly, Russell	8/3/2017	Teacher retention numbers, staff survey, staff feedback.	6/8/2018 daily
G4.MA1 🔑 M412522	STAR Early Literacy, STAR Reading, and STAR Math	Donnelly, Russell	9/18/2017	The Leadership Team will meet weekly to review data and make suggestions for improvement	6/9/2018 weekly

V. Professional Development Opportunities

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

G2. Students will be engaged in civics-focused lessons grades K-8, derived from the Florida Joint Center for Citizenship, in addition to participating in service learning experiences across the grade levels to ensure that civics awareness is developed, with an end result of student participation in the Civics Leadership capstone.

G2.B1 Teachers have a lack of understanding in regards to what Civics is.

G2.B1.S1 Teachers do not understand what Civics truly is.

PD Opportunity 1

Teachers will participate in PD opportunities through PLC's to help them better understand the concepts of Civics. Teachers will also get to better know the FJCC Civics lessons that can be delivered across the grade levels. Teachers will also learn about additional resources available to them, in addition to what specifically service experience opportunities that our students can be engaged in with a Civics focus to better our community and our school.

Facilitator

Kris Newman-Lake, Alicia Dennis

Participants

Faculty

Schedule

Biweekly, from 9/7/2017 to 6/1/2018

G4. Students will be engaged in relevant and rigorous, standards based learning experiences throughout core instruction as evidenced through an increase in FSA and EOC assessment scores in all content areas.

G4.B6 Variety of student needs / need for differentiation

G4.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,

Participants

All Teachers

Schedule

Monthly, from 9/18/2017 to 6/1/2018

PD Opportunity 2

Teachers will analyze data and create groups for differentiated instruction

Facilitator

Melissa Mullenix,

Participants

All Teachers

Schedule

Weekly, from 9/18/2017 to 6/1/2018

PD Opportunity 3

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

Facilitator

Melissa Mullenix,

Participants

All Teachers

Schedule

Weekly, from 9/18/2017 to 6/1/2018

G4.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

Russ Donnelly, Kris Newman-Lake, Ali Dennis

Participants

All staff

Schedule

Weekly, from 8/1/2017 to 6/1/2018

PD Opportunity 2

Teachers will be provided with Professional Development on the Item Specifications

Facilitator

Russ Donnelly, Kris Newman-Lake, Ali Dennis

Participants

Teachers

Schedule

Monthly, from 9/28/2017 to 6/1/2018

G4.B7 Lack of parent involvement

G4.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 8/30/2017 to 6/1/2018

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 10/9/2017 to 6/1/2018

PD Opportunity 3

Build sustainable relationships with staff through engaging activities and communication.

Facilitator

Russ Donnelly

Participants

All staff

Schedule

Daily, from 8/4/2017 to 6/1/2018

G4.B11 Student behavior - students coming from different schools will need structure and expectations

G4.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

Kris Newman-Lake

Participants

All staff

Schedule

Weekly, from 8/3/2017 to 6/1/2018

PD Opportunity 2

Provide Professional Development on CHAMPs to staff and students

Facilitator

DeeDee Maxwell, Kris Newman-Lake, Javier Ruiz

Participants

All staff

Schedule

Daily, from 8/3/2017 to 6/1/2018

VI. Technical Assistance Items

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

G4. Students will be engaged in relevant and rigorous, standards based learning experiences throughout core instruction as evidenced through an increase in FSA and EOC assessment scores in all content areas.

G4.B6 Variety of student needs / need for differentiation

G4.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

Joseph Evans, Jennifer Olson

Participants

Schedule of coaching cycles

Schedule

Daily, from 9/26/2017 to 6/1/2018

G4.B11 Student behavior - students coming from different schools will need structure and expectations

G4.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

Kris Newman-Lake

Participants

Discipline/PBS committee

Schedule

Monthly, from 8/3/2017 to 6/1/2018

VII. Budget

1	G2.B1.S1.A1	Teachers will participate in PD opportunities through PLC's to help them better understand the concepts of Civics. Teachers will also get to better know the FJCC Civics lessons that can be delivered across the grade levels. Teachers will also learn about additional resources available to them, in	$0.00

		addition to what specifically service experience opportunities that our students can be engaged in with a Civics focus to better our community and our school.	
2	G3.B1.S1.A1	**School-wide systems**	**$0.00**
3	G4.B11.S1.A1	**Create a school wide discipline committee that will meet monthly**	**$0.00**
4	G4.B11.S1.A2	**Create the school wide expectations and display them throughout the school**	**$0.00**
5	G4.B11.S1.A3	**Create lesson plans for teaching the school wide expectations and teach the expectations**	**$0.00**
6	G4.B11.S1.A4	**Provide Professional Development on CHAMPs to staff and students**	**$0.00**
7	G4.B6.S1.A1	**Staff will be provided with professional development on how to analyze data.**	**$0.00**
8	G4.B6.S1.A2	**Teachers will analyze data and create groups for differentiated instruction**	**$0.00**
9	G4.B6.S1.A3	**Teachers will meet with small groups, record data and adjust instruction according to student needs**	**$0.00**
10	G4.B6.S2.A1	**All staff will be provided with professional development on effective teaching strategies and use of materials**	**$0.00**
11	G4.B6.S2.A2	**Teachers will be provided with Professional Development on the Item Specifications**	**$0.00**
12	G4.B6.S2.A3	**Teachers will use the effective teaching strategies in their classrooms to meet the needs of all students**	**$0.00**
13	G4.B6.S2.A4	**Teachers will be provided with modeling and coaching as needed**	**$0.00**
14	G4.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	2017-18
	6150		1032 - Citrus Ridge A Civics Academy	Title I, Part A		$4,000.00

15	G4.B7.S1.A2	**Establish grade level and department websites and keep them updated weekly.**	**$0.00**
16	G4.B7.S1.A3	**Establish social media sites and keep them updated regularly.**	**$0.00**
17	G4.B7.S1.A4	**Build sustainable relationships with students and families through offering family nights.**	**$0.00**
18	G4.B7.S1.A5	**Provide opportunities for the school community to build and strengthen relationships through action civics.**	**$0.00**
19	G4.B7.S1.A6	**Build sustainable relationships with staff through engaging activities and communication.**	**$0.00**
		Total:	**$4,000.00**