

Polk County Public Schools

Citrus Ridge A Civics Academy



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2017-18	2016-17
Grade	C	D

School Board Approval

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

SIP Authority

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>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Community
Inclusion
Variety
Innovation
Collaboration
Success

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Leatherwood, Nikeshia	Principal
Dennis, Alicia	Assistant Principal
Mullenix, Melissa	Instructional Technology
Newman-Lake, Kris	Assistant Principal
Dyer, Jeni	Assistant Principal
Evans, Joseph	Instructional Coach
Olson, Jennifer	Instructional Coach
Rankine-Colman, Renee	Instructional Coach
Echevarria, Martha	Instructional Coach
Hinkle, Kenneth	Dean
Hastings, Scott	Dean
Ruiz, Javier	Dean
Haight, Robin	School Counselor
Sharpe, Lisa	School Counselor
Munoz, Yashira	School Counselor
Keezer, Arynne	Teacher, ESE
Marshall, Ashley	Teacher, ESE
Sessions, Sean	Other
Seay, Anthony	Instructional Technology
Branneky, Brindy	Instructional Coach

Duties

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

The administrative team at Citrus Ridge: A Civics Academy is an integral component of our school. As a team, our main goal is to analyze the needs of the school to ensure that students are reaching their highest potential and the instruction is focused, engaging, and standards based. The team discusses and examines the district and state data to assist and drive the instruction of the school. The safety and success of our students and staff are our number one priority.

Each member of the team serves in multiple roles at CRCA.

Principal: Serves as the instructional leader and visionary leader for the school. In addition to leading, managing, and supporting the students, staff, and families, the principal is the overall organization leader for the school.

Assistant Principals: Serve as a designee for the principal. The APs assist the principal in carrying for the the vision for the school.

The content level coaches support the teachers in preparing their lessons during collaborative planning periods and ensure that their lessons are delivered properly by modeling strategies that enhance the instruction.

The testing coordinator prepares and provides the materials to create the most conducive environment for assessments and assists in providing data throughout the year to the staff so that they can monitor progress and areas that need to be revisited.

The deans and guidance counselors each work with the students on improving behavior by coaching them on making better decisions and modeling better choices.

Our lead ESE teachers ensure that compliance is met and that IEP services are being provided in the classroom.

The administrators meet with all parties to discuss the data and create plans that will continue to increase the success of the school. Overall, every member of the Citrus Ridge administration team plays a major role in the achievement of our students.

Early Warning Systems

Year 2017-18

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	46	45	43	45	48	47	71	73	56	0	0	0	0	474
One or more suspensions	7	8	10	13	34	39	90	75	62	0	0	0	0	338
Course failure in ELA or Math	1	0	1	18	0	0	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	69	100	80	132	106	85	0	0	0	0	572

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	8	7	5	22	20	22	59	58	39	0	0	0	0	240

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	1	18	0	0	0	0	0	0	0	0	0	20
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 7/31/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis
 Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Upon examining the data, we noticed the fourth grade Language Arts performed the lowest between 3rd through 5th grade and the eighth grade Math performance was the lowest between the sixth through eighth grade. We did not recognize any trends within this data.

Which data component showed the greatest decline from prior year?

The eighth grade math reflected the greatest decline from the previous school year. Citrus Ridge had a proficiency rate of 30% for the 2016-2017 school year and a proficiency rate of 16% for the 2017-2018 school year. This displays a total decline of 14%.

Which data component had the biggest gap when compared to the state average?

Once again, the eighth grade math reflected the largest gap in comparison to the state average. The state proficiency rate was 45% and Citrus Ridge's proficiency rate was 16%. This presents a twenty-nine point difference.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement for the 2017-2018 school year was the Algebra I classes with a thirty-four point gain. This class exhibited a 52% proficiency rate for the 2016-2017 school year and a 86% proficiency rate for the 2017-2018 school year. We did not recognize any trends within this data.

Describe the actions or changes that led to the improvement in this area.

There were a few actions that Citrus Ridge implemented that led to the improvement in the Algebra I classes. The math content coach worked extensively with the teacher to ensure that the standards were taught to the depth and the pacing was aligned with the test item specifications. In addition, the instruction was consistent and engaging and students were presented with real world problems. Lessons were also modeled and reflected upon to strengthen techniques.

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	40%	54%	60%	0%	56%	55%
ELA Learning Gains	44%	52%	57%	0%	57%	54%
ELA Lowest 25th Percentile	35%	46%	52%	0%	50%	49%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Achievement	42%	55%	61%	0%	54%	56%
Math Learning Gains	47%	54%	58%	0%	52%	54%
Math Lowest 25th Percentile	37%	51%	52%	0%	48%	48%
Science Achievement	42%	48%	57%	0%	52%	52%
Social Studies Achievement	83%	85%	77%	0%	72%	72%

EWS Indicators as Input Earlier in the Survey										
Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	46 (19)	45 (27)	43 (28)	45 (27)	48 (24)	47 (28)	71 (4)	73 (9)	56 (6)	474 (172)
One or more suspensions	7 (3)	8 (4)	10 (4)	13 (6)	34 (8)	39 (12)	90 (27)	75 (28)	62 (27)	338 (119)
Course failure in ELA or Math	1 (0)	0 (0)	1 (0)	18 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	20 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	69 (27)	100 (22)	80 (79)	132 (70)	106 (55)	85 (67)	572 (320)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	49%	51%	-2%	57%	-8%
	2017	47%	53%	-6%	58%	-11%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	33%	48%	-15%	56%	-23%
	2017	42%	51%	-9%	56%	-14%
Same Grade Comparison		-9%				
Cohort Comparison		-14%				
05	2018	38%	50%	-12%	55%	-17%
	2017	36%	44%	-8%	53%	-17%
Same Grade Comparison		2%				
Cohort Comparison		-4%				
06	2018	33%	41%	-8%	52%	-19%
	2017	30%	45%	-15%	52%	-22%
Same Grade Comparison		3%				
Cohort Comparison		-3%				
07	2018	37%	42%	-5%	51%	-14%
	2017	34%	45%	-11%	52%	-18%
Same Grade Comparison		3%				
Cohort Comparison		7%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	39%	49%	-10%	58%	-19%
	2017	39%	46%	-7%	55%	-16%
Same Grade Comparison		0%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	55%	56%	-1%	62%	-7%
	2017	43%	58%	-15%	62%	-19%
Same Grade Comparison		12%				
Cohort Comparison						
04	2018	50%	57%	-7%	62%	-12%
	2017	37%	60%	-23%	64%	-27%
Same Grade Comparison		13%				
Cohort Comparison		7%				
05	2018	48%	56%	-8%	61%	-13%
	2017	32%	47%	-15%	57%	-25%
Same Grade Comparison		16%				
Cohort Comparison		11%				
06	2018	25%	40%	-15%	52%	-27%
	2017	23%	39%	-16%	51%	-28%
Same Grade Comparison		2%				
Cohort Comparison		-7%				
07	2018	27%	40%	-13%	54%	-27%
	2017	19%	40%	-21%	53%	-34%
Same Grade Comparison		8%				
Cohort Comparison		4%				
08	2018	16%	34%	-18%	45%	-29%
	2017	30%	36%	-6%	46%	-16%
Same Grade Comparison		-14%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	44%	51%	-7%	55%	-11%
	2017					
Cohort Comparison						
08	2018	31%	42%	-11%	50%	-19%
	2017					
Cohort Comparison		31%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	75%	84%	-9%	71%	4%
2017	45%	62%	-17%	69%	-24%
Compare		30%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	86%	60%	26%	62%	24%
2017	52%	43%	9%	60%	-8%
Compare		34%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	82%	41%	41%	56%	26%
2017	83%	34%	49%	53%	30%
Compare		-1%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	29	28	21	35	31	17				
ELL	27	47	33	27	41	35	21				
BLK	38	33	32	34	33	24	33				
HSP	34	44	35	36	45	38	35	73	77		
MUL	22	37		23	39		30				
WHT	51	48	33	58	55	39	58	95	81		
FRL	37	42	33	37	43	35	38	79	76		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	36	31	10	27	28	11	31			
ELL	18	26	26	19	33	34	8	20			
BLK	30	41	42	30	29	32	11	43			
HSP	34	35	29	27	34	29	18	43	37		
MUL	32	25		29	29						
WHT	51	52	42	45	41	36	41	46	34		
FRL	34	38	32	29	35	30	20	41	44		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Bottom 25th Percentile in ELA and Mathematics

Rationale The students in the bottom quartiles need to show an increase in this focus areas. By doing so, the overall achievement at Citrus Ridge will increase which will lead to higher district performance and higher district graduation rates.

Intended Outcome Increase learning gains by 10% in English Language Arts and Math.

Point Person Nikeshia Leatherwood (nikeshia.leatherwood@polk-fl.net)

Action Step

Description

- Hire additional instructional coaches to assist teachers in best practices and delivering high-quality instruction to diverse students.
- Attend LSI professional development and related PD to learn how to plan for standards-based instruction.
- Identify the subgroups within the lowest quartile and train content teachers to develop effective strategies.
- Departmentalize ESE Inclusion teachers. (August 2018)
- Meeting with parents and students to discuss assessment and results as well as how parents can support. (Open House September 2018)
- Utilize Ready FL materials in reading to increase reading comprehension skills during tier 3 intervention time.
- Utilize Mountain Math and Mountain ELA items to strengthen student skills in Math and Language Arts

Person Responsible Nikeshia Leatherwood (nikeshia.leatherwood@polk-fl.net)

Plan to Monitor Effectiveness

Description

- Progress monitoring and pulling data points (After STAR and Quarterly data is gathered)
- Data discussions and meetings with administration teams (Every Monday Morning)
- Collaborative Planning Notes and Agendas (Once a month during planning on Tuesdays)
- Weekly Lesson Plans
- Meet first quarter, second quarter, third quarter and compare data

Person Responsible Alicia Dennis (alicia.dennis@polk-fl.net)

Activity #2

Title Strengthen Vertical Alignment in K-5 Core Subject Area

Rationale Increase the achievement of each grade level to improve the overall success of the school and build the capacity for our middle school.

Intended Outcome Teachers from each grade level will understand what students need to know and are expected to do at each level so they can properly prepare them for the following year.

Point Person Nikeshia Leatherwood (nikeshia.leatherwood@polk-fl.net)

Action Step

Description

- Identify weak strands based on FSA data to pinpoint the standards that need to be addressed. (August-September 2018)
- Weekly administration meetings will occur each Monday morning to share and discuss data and curriculum among the levels.
- Using the data, teachers will plan lessons accordingly to re-teach material to ensure mastery.
- Administration will meet once a week with coaches and discuss each content area and updated data. (every Monday prior to school starting)
- Administration will also meet and discuss trends with the district coaches. (Once a week)
- Administration and content coaches will attend weekly collaborative planning sessions.(Once a week-Tuesdays)
- Teachers will visit other classrooms once a month to watch specific strategies being modeled. (Last Thursday of every month- PLC topic)
- Teachers will use learning targets and learning goals in their instruction.

Person Responsible Kris Newman-Lake (karlkris.newman-lake@polk-fl.net)

Plan to Monitor Effectiveness

Description

- Administration meeting notes and agenda
- Notes from data chats with coaches
- Weekly Lesson Plans
- Collaborative Planning Session Notes and Agenda
- Notes from classroom visits
- Observations and classroom walk-throughs
- Training on Learning Goals and Targets

Person Responsible Nikeshia Leatherwood (nikeshia.leatherwood@polk-fl.net)

Activity #3

Title Increase Eighth Grade Math Proficiency

Rationale Based on the Florida Standards Assessment data for the 2017-2018, the eighth grade math scores decreased by 14 percentage points. In addition, eighth grade students need to be properly prepared for the high school math standards.

Intended Outcome Students that received a level one or two on the 2017-2018 Math Assessment will increase their scale score and show growth for the 2018-2019 school year.

Point Person Joseph Evans (joseph.evans@polk-fl.net)

Action Step

Description

- Intensive math teacher will work extensively with level one and two students students.
- ESE and ESOL staff will ensure our students are receiving adequate and consistent services.
- Data will be collected and analyzed on all students including the students enrolled in these classes.
- Students will participate in quarterly exams to collect data.
- Utilize instructional technology for student productivity.

Person Responsible Joseph Evans (joseph.evans@polk-fl.net)

Plan to Monitor Effectiveness

Description

- Lesson Plans for the math class
- Data will be collected for each student (STAR and quarterly data)
- Students will use appropriate digital platform to submit work
- Content coach and district coach will plan with the Intensive teacher (Tuesdays)

Person Responsible Joseph Evans (joseph.evans@polk-fl.net)

Activity #4

Title Increase in Student Attendance

Rationale Poor student attendance affects the academic performance of the students. The students need to be present to ensure they receive the proper instruction to master the standards in their grade levels.

Intended Outcome The intended outcome of this area is to increase the overall attendance of our students at Citrus Ridge. The number of absences reflected in our data increased from the prior school year. In order for the school to continue to increase achievement, we must also increase the time that the students are in attendance.

Point Person Jeni Dyer (jeni.dyer@polk-fl.net)

Action Step

Description Students who have excessive absences as identified by the Early Warning System will be invited to a student meeting to discuss attendance. Strategies for increasing school attendance and academic achievement will be discussed. This meeting will occur twice a month to ensure that students consistently receive feedback.

Person Responsible Jeni Dyer (jeni.dyer@polk-fl.net)

Plan to Monitor Effectiveness

Description

- Monitor student attendance
- Each AP will provide principal with attendance data and overall trends for student attendance for their assigned grade levels. This will be given during Monday, weekly meetings.
- Counselors will have data chats and provide appropriate student incentives for students who fall in the Tier 3 realm concerning attendance. These meetings will occur based on student need.
- Work with families of truant students to provide resources.

Person Responsible Jeni Dyer (jeni.dyer@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Please see the attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

PFEP Link

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

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 identified as having social-emotional needs have someone to talk to when necessary on a one on one basis. These counselors work tirelessly to build a strong rapport with the students so students feel comfortable speaking with them when needed.

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.

Citrus Ridge also utilizes the PBIS and CHAMPS systems to assist in developing positive behavior to create a conducive environment that increases student achievement.

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.

In addition, the elementary grade levels offers support for the students that are transitioning as well. Citrus Ridge has a Pre-K program on campus and we also have a Kindergarten Round Up each year to showcase the school to our incoming students. Also, the fifth grade parents are invited to an event for their students that are progressing to sixth grade. Parents of incoming kindergartners are given welcome packets and school information to assist with the transition to kindergarten.

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 every Monday morning before the school day begins. 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, events, teacher and parent concerns, as well as discipline statistics and evaluations. This will also be the opportunity to discuss the professional development needs of the teachers and staff as well as how to continue to retain the teachers on our staff. Assistant Principals will be required to provide information for their respective grade level to report to the principal.

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. In addition, Citrus Ridge offers CTE classes that provide students with project-based learning and real world experience.