

Polk County Public Schools

# Citrus Ridge A Civics Academy



2019-20 Schoolwide Improvement Plan

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## Citrus Ridge A Civics Academy

1775 SAND MINE RD, Davenport, FL 33897

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

### Demographics

**Principal: Nikeshia Leatherwood**

Start Date for this Principal: 6/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (50%) 2017-18: C (50%) 2016-17: D (36%) 2015-16: No Grade 2014-15: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan was approved by the Polk County School Board on 12/20/2019.

### SIP Authority

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

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

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

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

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

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## Citrus Ridge A Civics Academy

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

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17
Grade	C	C	D

### School Board Approval

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### 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	Job Duties and Responsibilities
Leatherwood, Nikeshia	Principal	Administration serves as instructional leaders by setting clear goals, managing resources, monitoring planning, professional development and instruction, and regularly supporting and evaluating teachers to promote student growth and learning. Quality of instruction is the main priority for administrators.
Mullenix, Melissa	Instructional Technology	Administrative support staff assist administrators in making decisions to govern the school through shared decision making.
Newman-Lake, Kris	Assistant Principal	Administration serves as instructional leaders by setting clear goals, managing resources, monitoring planning, professional development and instruction, and regularly supporting and evaluating teachers to promote student growth and learning. Quality of instruction is the main priority for administrators.
Dyer, Jeni	Assistant Principal	Administration serves as instructional leaders by setting clear goals, managing resources, monitoring planning, professional development and instruction, and regularly supporting and evaluating teachers to promote student growth and learning. Quality of instruction is the main priority for administrators.
Evans, Joseph	Instructional Coach	Instructional coaches help maintain a focus on learning and continuous improvement through data analysis. This data guides the work of collaborative teams and professional learning communities. Instructional coaches also support and monitor the work of collaborative teams and serve as the stewards of the school's mission, vision, and core values. Instructional coaches monitor achievement and climate and satisfaction data to ensure that the learning environment is producing results consistent with the school's stated goals. Instructional coaches also identify gaps in performance or processes and plan for their improvement, aligning the school's work with the district's improvement goals.
Rankine-Colman, Renee	Instructional Coach	Instructional coaches help maintain a focus on learning and continuous improvement through data analysis. This data guides the work of collaborative teams and professional learning communities. Instructional coaches also support and monitor the work of collaborative teams and serve as the stewards of the school's mission, vision, and core values. Instructional coaches monitor achievement and climate and satisfaction data to ensure that the learning environment is producing results consistent with the school's stated goals. Instructional coaches also identify gaps in performance or processes and plan for their improvement, aligning the school's work with the district's improvement goals.
Echevarria, Martha	Instructional Coach	Instructional coaches help maintain a focus on learning and continuous improvement through data analysis. This data guides the work of collaborative teams and professional learning communities. Instructional



Name	Title	Job Duties and Responsibilities
		coaches also support and monitor the work of collaborative teams and serve as the stewards of the school's mission, vision, and core values. Instructional coaches monitor achievement and climate and satisfaction data to ensure that the learning environment is producing results consistent with the school's stated goals. Instructional coaches also identify gaps in performance or processes and plan for their improvement, aligning the school's work with the district's improvement goals.
Hinkle, Kenneth	Dean	Administrative support staff assist administrators in making decisions to govern the school through shared decision making.
Ruiz, Javier	Dean	Administrative support staff assist administrators in making decisions to govern the school through shared decision making.
Munoz, Yashira	School Counselor	Guidance counselors provide support and interventions for students' social-emotional needs and manage the MTSS process by providing a systemic process of monitoring student progression. Guidance counselors also manage teachers' data collection processes and reporting, reporting to the leadership team when academic or social decisions should be made for specific students. Counselors share findings and discussions from MTSS team data and decision making.
Keezer, Arynne	Teacher, ESE	The LEA representative is responsible for ensuring the implementation of each student's IEP, convening team meetings, continue with the IDEA process during certain disputes, document IEP implementation, evaluate students for services, and understand the key rules in the disciplinary process for students with disabilities.
Seay, Anthony	Instructional Technology	Administrative support staff assist administrators in making decisions to govern the school through shared decision making.
Clabough, Alexah	Instructional Coach	Instructional coaches help maintain a focus on learning and continuous improvement through data analysis. This data guides the work of collaborative teams and professional learning communities. Instructional coaches also support and monitor the work of collaborative teams and serve as the stewards of the school's mission, vision, and core values. Instructional coaches monitor achievement and climate and satisfaction data to ensure that the learning environment is producing results consistent with the school's stated goals. Instructional coaches also identify gaps in performance or processes and plan for their improvement, aligning the school's work with the district's improvement goals.
Davis, Karen	Assistant Principal	Administration serves as instructional leaders by setting clear goals, managing resources, monitoring planning, professional development and instruction, and regularly supporting and evaluating teachers to promote

Name	Title	Job Duties and Responsibilities
		student growth and learning. Quality of instruction is the main priority for administrators.
Escalante, Gwendolyn	Teacher, ESE	The LEA representative is responsible for ensuring the implementation of each student's IEP, convening team meetings, continue with the IDEA process during certain disputes, document IEP implementation, evaluate students for services, and understand the key rules in the disciplinary process for students with disabilities.
Gabel, Karen	School Counselor	Guidance counselors provide support and interventions for students' social-emotional needs and manage the MTSS process by providing a systemic process of monitoring student progression. Guidance counselors also manage teachers' data collection processes and reporting, reporting to the leadership team when academic or social decisions should be made for specific students. Counselors share findings and discussions from MTSS team data and decision making.
Godfrey, Victoria	School Counselor	Guidance counselors provide support and interventions for students' social-emotional needs and manage the MTSS process by providing a systemic process of monitoring student progression. Guidance counselors also manage teachers' data collection processes and reporting, reporting to the leadership team when academic or social decisions should be made for specific students. Counselors share findings and discussions from MTSS team data and decision making.
Williams, Diameshia	Assistant Principal	Administration serves as instructional leaders by setting clear goals, managing resources, monitoring planning, professional development and instruction, and regularly supporting and evaluating teachers to promote student growth and learning. Quality of instruction is the main priority for administrators.

## Early Warning Systems

### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	126	176	131	203	169	179	255	246	291	0	0	0	0	1776
Attendance below 90 percent	4	41	19	39	22	24	49	17	20	0	0	0	0	235
One or more suspensions	0	8	13	13	5	7	10	17	9	0	0	0	0	82
Course failure in ELA or Math	3	3	2	1	4	9	2	3	0	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	31	43	57	107	84	119	0	0	0	0	441

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	3	16	17	28	40	19	30	0	0	0	0	156

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	7	10	21	13	11	19	0	0	0	0	81
Students retained two or more times	0	0	0	0	0	1	0	1	1	0	0	0	0	3

**FTE units allocated to school (total number of teacher units)**

95

**Date this data was collected or last updated**

Wednesday 8/21/2019

**Prior Year - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	7	5	22	20	22	59	58	39	0	0	0	0	240

**Prior Year - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	7	5	22	20	22	59	58	39	0	0	0	0	240

## Part II: Needs Assessment/Analysis

### School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	41%	61%	61%	39%	56%	57%
ELA Learning Gains	51%	58%	59%	41%	53%	57%
ELA Lowest 25th Percentile	48%	49%	54%	33%	44%	51%
Math Achievement	44%	61%	62%	34%	52%	58%
Math Learning Gains	50%	56%	59%	36%	50%	56%
Math Lowest 25th Percentile	45%	52%	52%	31%	44%	50%
Science Achievement	33%	52%	56%	25%	49%	53%
Social Studies Achievement	83%	79%	78%	44%	68%	75%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	126 (0)	176 (0)	131 (0)	203 (0)	169 (0)	179 (0)	255 (0)	246 (0)	291 (0)	1776 (0)
Attendance below 90 percent	4 (46)	41 (45)	19 (43)	39 (45)	22 (48)	24 (47)	49 (71)	17 (73)	20 (56)	235 (474)
One or more suspensions	0 (7)	8 (8)	13 (10)	13 (13)	5 (34)	7 (39)	10 (90)	17 (75)	9 (62)	82 (338)
Course failure in ELA or Math	3 (1)	3 (0)	2 (1)	1 (18)	4 (0)	9 (0)	2 (0)	3 (0)	0 (0)	27 (20)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	31 (69)	43 (100)	57 (80)	107 (132)	84 (106)	119 (85)	441 (572)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	40%	52%	-12%	58%	-18%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	49%	51%	-2%	57%	-8%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	42%	48%	-6%	58%	-16%
	2018	33%	48%	-15%	56%	-23%
Same Grade Comparison		9%				
Cohort Comparison		-7%				
05	2019	41%	47%	-6%	56%	-15%
	2018	38%	50%	-12%	55%	-17%
Same Grade Comparison		3%				
Cohort Comparison		8%				
06	2019	34%	48%	-14%	54%	-20%
	2018	33%	41%	-8%	52%	-19%
Same Grade Comparison		1%				
Cohort Comparison		-4%				
07	2019	32%	42%	-10%	52%	-20%
	2018	37%	42%	-5%	51%	-14%
Same Grade Comparison		-5%				
Cohort Comparison		-1%				
08	2019	34%	48%	-14%	56%	-22%
	2018	39%	49%	-10%	58%	-19%
Same Grade Comparison		-5%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	48%	56%	-8%	62%	-14%
	2018	55%	56%	-1%	62%	-7%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	52%	56%	-4%	64%	-12%
	2018	50%	57%	-7%	62%	-12%
Same Grade Comparison		2%				
Cohort Comparison		-3%				
05	2019	46%	51%	-5%	60%	-14%
	2018	48%	56%	-8%	61%	-13%
Same Grade Comparison		-2%				
Cohort Comparison		-4%				
06	2019	29%	47%	-18%	55%	-26%
	2018	25%	40%	-15%	52%	-27%
Same Grade Comparison		4%				
Cohort Comparison		-19%				
07	2019	30%	39%	-9%	54%	-24%
	2018	27%	40%	-13%	54%	-27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		3%				
Cohort Comparison		5%				
08	2019	25%	35%	-10%	46%	-21%
	2018	16%	34%	-18%	45%	-29%
Same Grade Comparison		9%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	35%	45%	-10%	53%	-18%
	2018	44%	51%	-7%	55%	-11%
Same Grade Comparison		-9%				
Cohort Comparison						
08	2019	24%	41%	-17%	48%	-24%
	2018	31%	42%	-11%	50%	-19%
Same Grade Comparison		-7%				
Cohort Comparison		-20%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	70%	5%	71%	4%
2018	75%	84%	-9%	71%	4%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	93%	50%	43%	61%	32%
2018	86%	60%	26%	62%	24%
Compare		7%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	77%	53%	24%	57%	20%
2018	82%	41%	41%	56%	26%
Compare		-5%			

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	41	42	18	35	36	12	64			
ELL	26	50	50	32	51	51	26	64			
BLK	39	50	40	33	45	39	19	72			
HSP	38	51	49	42	49	45	31	80	67		
MUL	37	39		26	30						
WHT	49	51	51	55	58	45	46	92	57		
FRL	36	48	47	38	47	40	26	78	45		
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		

### ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I

ESSA Federal Index	
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	516
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO



Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	33
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

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

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

The statewide science assessment scores showed the lowest performance at 33% of students reaching achievement level 3 or higher. This is a nine-point drop from 42% achievement last year. This is not a trend. Factors that may have contributed to this decline are lack of cognitively complex questions in instruction and practice and a focus on memorization, when only 1/5 of the test is lower level questions and about 80% of the assessment consists of moderately complex or high-complexity questions.

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

Science achievement. See response to 1a for explanation.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Science achievement and ELA achievement showed the greatest gap when compared to the state average. The gap in science achievement was -23 for our school and the gap in ELA achievement was -20. Factors that contributed to this gap in science achievement are lack of complexity in practice questions used in classroom instruction. Factors that contributed to this gap for ELA achievement were a lack of alignment between instructional content and the learning maps, which are standards-based and aligned to focus standards targeted on the FSA; and insufficient time spent on integrating writing with reading.

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

ELA Lowest 25th Percentile and Math Achievement showed the most improvement. In 2018, the gap between school and state scores in ELA Lowest 25th Percentile was -17. In 2019, that gap was decreased to -6. This is an improvement of 11 points. During the 2018-19 school year, our school underwent an effort to provide differentiated instruction for all students and to rigorously implement a multi-tiered system of supports in which teachers provided supports and interventions at every level. In 2018, the gap between state and school math achievement was -19. In 2019, it was -8. This is an increase of 11 points as well. These results are not only the effect of our MTSS usage, but also the after-school tutoring we were able to provide with Title I funds.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

1. The number of students who scored in achievement level 1 on state assessments in 6th and 8th grade is a potential area of concern. 119 eighth graders and 107 sixth graders scored in achievement level 1. Although this is a decrease for sixth grade (from 132 in the previous school year), the number of Level 1's during secondary schooling is troubling. Further cause for alarm is that grades given in these courses were not accurate predictors of success on the assessment as only 2 students failed a core course in sixth grade and no eighth graders failed a course.

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

1. ELA achievement
2. Science achievement
3. Learning gains on math and ELA assessments
4. increase attendance, specifically for 3rd and 6th grades
5. reduce number of suspensions, specifically in 7th grade

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	Improve science achievement in grades 5 and 8
<b>Rationale</b>	School grades components data show a nine-point drop in science achievement and science achievement was the lowest of all state assessments.
<b>State the measurable outcome the school plans to achieve</b>	Increase proficiency in grades 5 & 8 science by 8 percentage points, as measured by FSA data.
<b>Person responsible for monitoring outcome</b>	Jeni Dyer (jeni.dyer@polk-fl.net)
<b>Evidence-based Strategy</b>	Adjust the instructional planning, monitoring, and feedback process. Preview lesson plans and materials that will be used for students to demonstrate mastery of concepts to ensure that materials are aligned to grade-level standards and that teaching is to the depth and complexity of the standard.
<b>Rationale for Evidence-based Strategy</b>	Ensuring standards-aligned instruction and assessment will ensure that students are learning the appropriate standards and that students are able to respond to higher-level complexity questions that require flexible thinking, informal reasoning, problem-solving, analysis, and abstract reasoning.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Monitor lesson plans weekly to ensure that tasks are aligned to reach the depth of the standard.</li> <li>2. Conduct classroom walk-throughs on a weekly basis to look for tasks aligned to the learning targets, monitoring of success criteria, authentic student engagement, higher order thinking questions/discussions, accountable talk, teacher engagement, etc.</li> <li>3. Analyze formative assessment data on a bi-weekly basis and utilize it in the decision-making process to ensure that rigorous instruction is on-going.</li> <li>4. Provide targeted, specific feedback to teachers on a weekly basis regarding instructional needs based on weekly walk-through data.</li> <li>5. Provide coaching support to teachers, as needed, to improve instructional strategies and practices.</li> <li>6. Utilize Gizmo's online simulations and tool for tech-integrations and student productivity with labs and 5-E strategies.</li> <li>7. Science A-Z Readers and Time for Kids Informational text will also be integrated as appropriate rich-text documents to aid in additional resources for students.</li> </ol>
<b>Person Responsible</b>	Jeni Dyer (jeni.dyer@polk-fl.net)

#2	
<b>Title</b>	Deliver effective and relevant instruction to increase the percentage of students who are ready for high school (acceleration)
<b>Rationale</b>	According to school grades components, middle school acceleration dropped from 79% to 59%.
<b>State the measurable outcome the school plans to achieve</b>	Increase the percentage of students who are ready for high school from 59% to 64%. Specific areas of focus for this year will include Algebra, Geometry, and students enrolled in courses which contribute to this component.
<b>Person responsible for monitoring outcome</b>	Nikeshia Leatherwood (nikeshia.leatherwood@polk-fl.net)
<b>Evidence-based Strategy</b>	<ul style="list-style-type: none"> <li>* disaggregated data analysis</li> <li>* strategic scheduling</li> </ul>
<b>Rationale for Evidence-based Strategy</b>	Disaggregated data analysis and strategic scheduling provide for the opportunity to participate in an acceleration course.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. The leadership team will monitor school-wide and individual data on a regular basis to ensure appropriate scheduling of students.</li> <li>2. Administration will conduct classroom walk-throughs and observations on a regular basis. This will occur in all classes, but specific emphasis will be placed on Algebra and Geometry classes. Additional supports will be offered to ensure teachers have the best teaching tools and students are provided rigorous learning opportunities.</li> <li>3. The leadership team will observe and collaborate with teachers during PLC's to ensure that standards are being correctly unpacked and that teachers are designing learning targets and scales appropriately. During classroom walkthroughs and observations, administration will talk to students to gauge the effectiveness of the targets and scales in the classroom.</li> <li>4. Teachers will submit lesson plans to administration on a weekly basis. Administration will review the lesson plans and provide specific feedback. Administration will also plan for time for peer observations.</li> <li>5. Teachers will bring work samples, student products, evidence, or data to each collaborative planning session. Administration will conduct data chats with teachers on a regular basis.</li> </ol>
<b>Person Responsible</b>	Nikeshia Leatherwood (nikeshia.leatherwood@polk-fl.net)

#3	
<b>Title</b>	Improve achievement for students with disabilities (SWD) subgroup
<b>Rationale</b>	One of our ESSA subgroups that was below 41% for the 2018-19 school year was students with disabilities. If we can use a multi-tiered system of supports to differentiate instruction for students with disabilities, we can offer these students more access to the general education curriculum and a better chance at moving toward proficiency. Mastery of differentiation and implementing MTSS with students with disabilities will also help us to improve achievement of other subgroups with special needs (i.e., limited English proficiency students).
<b>State the measurable outcome the school plans to achieve</b>	We plan to move ELA (English Language Arts) achievement for students with disabilities (SWD) from 17% to 20%. We also plan to increase ELA learning gains for SWD from 41% to 50% of our students with disabilities making learning gains.
<b>Person responsible for monitoring outcome</b>	Diameshia Williams (diameshia.williams@polk-fl.net)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Implement a structured multi-tiered system of supports (MTSS) to ensure that lessons are appropriately differentiated for all students.</li> <li>2. Provide resources for re-teaching and remediation, including but not limited to, Ready Florida resources, tutoring and tutoring transportation, and small group sessions with reading and math interventionists, guidance counselors, the behavior interventionist, literacy coaches and math/science coaches.</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	The purpose of MTSS is to provide high-quality instruction and supports based on student need. To properly implement a MTSS, teachers and support staff will need data from resources listed above to provide appropriate supports to students.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify students with disabilities who may need Tier 2 and Tier 3 supports.</li> <li>2. Determine in which areas students need Tier 2 and Tier 3 supports (academics, behavioral, and social-emotional).</li> <li>3. Provide professional development to teachers to facilitate ability to deliver appropriate supports and interventions.</li> <li>4. Schedule monthly meetings to discuss the progress of students within the Tier Process. The dates for this school year include initial PLC dates during the week of September 23rd. Following training, the MTSS monthly dates are 10/1,11/1,12/6.1/10,2/7,3/6,4/3, and 5/1. Additional meetings will be schedule for teachers and students requiring more supports. Mrs. Williams will conduct the initial training.</li> <li>4. Monitor the progress of students receiving additional supports and interventions with fidelity. The monitoring and meetings will be held each Monday at 10 am. Mrs. Williams and the MTSS team will attend these weekly meetings.</li> <li>5. Adjust interventions and supports as needed.</li> </ol>
<b>Person Responsible</b>	Victoria Godfrey (victoria.godfrey@polk-fl.net)

#4	
<b>Title</b>	Improve achievement for multiracial students subgroup
<b>Rationale</b>	According to our ESSA data, multiracial students was one subgroup for which achievement fell below 41%. In ELA achievement, 37% (10 out of 27) of multiracial students demonstrated proficiency. 26% (7 out of 27) demonstrated proficiency in math. Learning gains for this group fell at 39% in ELA and 30% in math. Achievement for these students was consistently below 41% in every core content area, except social studies.
<b>State the measurable outcome the school plans to achieve</b>	Increase ELA achievement for multiracial students from 37% to 40% and increase ELA learning gains for multiracial students from 39% to 45%.
<b>Person responsible for monitoring outcome</b>	Nikeshia Leatherwood (nikeshia.leatherwood@polk-fl.net)
<b>Evidence-based Strategy</b>	Provide weekly tutoring for this subgroup, monitor progress, and provide remediation as necessary. Tutoring selection will be deliberate to include students within this subgroup. Additionally, supports will be offered through school-based interventionists to target specific deficits. Monitoring will take place through quarterly benchmark assessments. Additional assessments will be used as they are with all other subgroups.
<b>Rationale for Evidence-based Strategy</b>	Targeted tutoring is available through the use of the literacy and math/science coaches and literacy and math interventionists.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify target students using school ESSA data and the Early Warning System.</li> <li>2. Establish a baseline for performance prior to tutoring.</li> <li>3. Provide weekly tutoring to students as necessary.</li> <li>4. Monitor progress of students receiving tutoring.</li> <li>5. Modify tutoring strategies as necessary.</li> </ol>
<b>Person Responsible</b>	Yashira Munoz (yashira.munoz@polk-fl.net)

#5	
<b>Title</b>	Improve ELA achievement
<b>Rationale</b>	The gap between school ELA achievement (41%) and district ELA achievement (61%) is 20 points.
<b>State the measurable outcome the school plans to achieve</b>	Our schoolwide goal is to improve ELA achievement by three (3) points, moving from 41% proficient to 44% proficient.
<b>Person responsible for monitoring outcome</b>	Martha Echevarria (martha.echevarria@polk-fl.net)
<b>Evidence-based Strategy</b>	Provide professional development and planning time for ELA and reading teachers. The ELA Coaches will provide the training and modeling for teachers. Additionally, exemplary teachers, with a proven track record of student success will also serve as demonstration teachers.
<b>Rationale for Evidence-based Strategy</b>	When teachers have sufficient time to score and assess student writing samples, they are better able to provide specific feedback and remediation, helping to increase FSA ELA achievement scores through writing.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Administer district writing assessments as formative assessments.</li> <li>2. Provide time for teachers to score these writing samples and provide specific feedback to students.</li> <li>3. Develop re-teaching strategies to improve student writing achievement.</li> <li>4. Monitor student progress continuously.</li> <li>5. Revisit and Revise as needed.</li> <li>6. Integrate Time for Kids in K-6 and Ready FL as additional ELA supports.</li> <li>7. Ensure writing is integrated across all content areas by modeling, assessing, and monitoring for effectiveness.</li> <li>8. Incorporate literacy novels, also known as literature circles, where in students have the opportunity to read fiction for pleasure, while incorporating standards-based discussion questions and interactive journals.</li> </ol>
<b>Person Responsible</b>	Martha Echevarria (martha.echevarria@polk-fl.net)

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Another school-wide improvement priority is establishing a positive and engaging learning environment and instilling a sense of community in our students and staff. Because our school is so large, this can seem to be an impossible task. In order to accomplish this task, we have divided our entire school into six houses. Each house contains students and staff from each grade level, K - 8. Within these houses, students and staff work together to earn points through our LiveSchool application for academic achievement, demonstrating positive behaviors, and acting in a spirit of service. A portion of our staff was trained in how to effectively implement a house system through professional development provided at The Ron Clark Academy in Atlanta, Georgia.



We also hope to engage families in this system by allowing parents and families to earn points for their students' houses by participating in Parent and Family Engagement Events, such as the Annual Title I Night, Open House, etc.

## 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 Schoolwide Improvement Plan 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.**

All elementary students will receive daily instruction using the Sanford Harmony social emotional learning curriculum. Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor, social worker, or mental health facilitator individually or in small groups or, if applicable, can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources:

- CHAMPs (school-wide implementation)
- PBIS (school-wide implementation, along with a House Points system)
- Mentoring Programs (via the House System)
- DrumBeat (in small groups with the behavior interventionist and other trained staff)

monthly character traits

\* daily civics lessons

#### **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.**

- Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
- Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.
- Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.
- Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district. Also, may reimburse certification exam fees for teachers placed in an area in which they do not yet have certification in upon successful passing of exam.
- Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.
- Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

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

- Through our Career and Technical Education (CTE) programs and our career academies, work-based learning opportunities are being implemented within the experiential learning domains and standards of practice. Partnerships continue being developed assuring those opportunities for students and the bridges to post-secondary educational institutions remain a priority. Articulation agreements are continually being developed with technical colleges and state colleges in response to higher attainment levels of high school industry certifications. Dual enrollment courses within the CTE field are consistently evaluated and provided to students as often as possible.
- Guidance counselors will work with targeted students to ensure that high school promotion is achieved in a timely manner.
- 8th grade students will create academic plans for high school and graduation, and will also track planning for post-secondary education and training. FloridaShines and Overgrad will be used to track this information.
- Career inventories will be used in middle school to help students identify skills and interests for college and career planning.
- \* English Language Arts and reading teachers will receive paid time to score and assess student writing samples and provide specific feedback to students.

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Improve science achievement in grades 5 and 8				\$0.00
2	III.A.	Areas of Focus: Deliver effective and relevant instruction to increase the percentage of students who are ready for high school (acceleration)				\$0.00
3	III.A.	Areas of Focus: Improve achievement for students with disabilities (SWD) subgroup				\$0.00
4	III.A.	Areas of Focus: Improve achievement for multiracial students subgroup				\$0.00
5	III.A.	Areas of Focus: Improve ELA achievement				\$3,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1032 - Citrus Ridge A Civics Academy	Title, I Part A		\$3,400.00
			Notes: English language arts (ELA) teachers will receive paid time to assess and score student writing samples, providing specific, relevant feedback to students to improve overall achievement on the FSA ELA.			
Total:						\$3,400.00