

Polk County Public Schools

Citrus Ridge A Civics Academy



2021-22 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: 6/18/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: C (50%) 2017-18: C (50%) 2016-17: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

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

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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Leatherwood, Nikeshia	Principal	Administration serves as instructional leader by setting clear goals, managing resources, monitoring planning, professional development and instruction, and regularly supporting and evaluating teachers to promote student growth and learning. Creating a vision of student-centered learning focused on quality of instruction is one of the main priorities for all administrators at Citrus Ridge.
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.
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 student growth and learning. Quality of instruction is the main priority for administrators.
Hinkle, Kenneth	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.
Mullenix, Melissa	Instructional Technology	Administrative support staff assist administrators in making decisions to govern the school through shared decision making.
Seay, Anthony	Instructional Technology	Administrative support staff assist administrators in making decisions to govern the school through shared 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 process and reporting, communicating 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.
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 process and reporting, communicating to the leadership team when academic or social decisions

Name	Position Title	Job Duties and Responsibilities
		should be made for specific students. Counselors share findings and discussions from MTSS team data and decision making.
Evans, Joseph	Instructional Coach	Instructional coaches help maintain 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 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 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.
Padron, Beronica	Instructional Coach	Instructional coaches help maintain 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.

Name	Position Title	Job Duties and Responsibilities
Neely, Kayreen	Other	As a Behavior Interventionist, this role supports students in need of Tier 2 or Tier 3 behavior supports. This role focuses on reteaching behaviors and helping students make positive choices. Additionally, this role supports staff members who need supports in the classroom.
Johnson, Rashauna	Dean	Administrative support staff assist administrators in making decisions to govern the school through shared decision making.
Simonsen, Melissa	Dean	Administrative support staff assist administrators in making decisions to govern the school through shared decision making.
Duncan, Nicole	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.
Jimenez, Keysha	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.
Odum, Quenisha	Instructional Coach	Instructional coaches help maintain 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.

Demographic Information

Principal start date

Monday 6/18/2018, Nikeshia Leatherwood

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

24

Total number of teacher positions allocated to the school

76

Total number of students enrolled at the school

1,403

Identify the number of instructional staff who left the school during the 2020-21 school year.

20

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 6/23/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	143	181	137	212	191	189	273	261	0	0	0	0	1587
Attendance below 90 percent	0	33	35	36	30	21	33	6	20	0	0	0	0	214
One or more suspensions	0	0	8	3	4	5	10	24	22	0	0	0	0	76
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	21	32	37	66	63	0	0	0	0	219
Level 1 on 2019 statewide Math assessment	0	0	0	0	13	30	45	64	70	0	0	0	0	222
December 2019 STAR ELA Level 1's	0	0	7	9	47	42	50	79	69	0	0	0	0	303
December 2019 STAR Math Level 1's	0	0	11	26	31	34	48	80	58	0	0	0	0	288

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	8	16	41	42	65	95	0	0	0	0	0	267

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	1	0	2	27	15	19	13	0	0	0	0	0	77
Students retained two or more times	0	0	0	0	0	0	1	1	0	0	0	0	0	2

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	143	181	137	212	191	189	273	261	0	0	0	0	1587	
Attendance below 90 percent	0	33	35	36	30	21	33	6	20	0	0	0	0	214	
One or more suspensions	0	0	8	3	4	5	10	24	22	0	0	0	0	76	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	21	32	37	66	63	0	0	0	0	219	
Level 1 on 2019 statewide Math assessment	0	0	0	0	13	30	45	64	70	0	0	0	0	222	
December 2019 STAR ELA Level 1's	0	0	7	9	47	42	50	79	69	0	0	0	0	303	
December 2019 STAR Math Level 1's	0	0	11	26	31	34	48	80	58	0	0	0	0	288	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	8	16	41	42	65	95	0	0	0	0	0	267	

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	1	0	2	27	15	19	13	0	0	0	0	0	77
Students retained two or more times	0	0	0	0	0	0	1	1	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				41%	61%	61%	40%	54%	60%
ELA Learning Gains				51%	58%	59%	44%	52%	57%
ELA Lowest 25th Percentile				48%	49%	54%	35%	46%	52%
Math Achievement				44%	61%	62%	42%	55%	61%
Math Learning Gains				50%	56%	59%	47%	54%	58%
Math Lowest 25th Percentile				45%	52%	52%	37%	51%	52%
Science Achievement				33%	52%	56%	42%	48%	57%
Social Studies Achievement				83%	79%	78%	83%	85%	77%

Grade Level Data Review - State Assessments

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	2021					
	2019	40%	52%	-12%	58%	-18%
Cohort Comparison						
04	2021					
	2019	42%	48%	-6%	58%	-16%
Cohort Comparison		-40%				
05	2021					
	2019	41%	47%	-6%	56%	-15%
Cohort Comparison		-42%				
06	2021					
	2019	34%	48%	-14%	54%	-20%
Cohort Comparison		-41%				
07	2021					
	2019	32%	42%	-10%	52%	-20%
Cohort Comparison		-34%				
08	2021					
	2019	34%	48%	-14%	56%	-22%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	48%	56%	-8%	62%	-14%
Cohort Comparison						
04	2021					
	2019	52%	56%	-4%	64%	-12%
Cohort Comparison		-48%				
05	2021					
	2019	46%	51%	-5%	60%	-14%
Cohort Comparison		-52%				
06	2021					
	2019	29%	47%	-18%	55%	-26%
Cohort Comparison		-46%				
07	2021					
	2019	30%	39%	-9%	54%	-24%
Cohort Comparison		-29%				
08	2021					
	2019	25%	35%	-10%	46%	-21%
Cohort Comparison		-30%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	35%	45%	-10%	53%	-18%
Cohort Comparison						
08	2021					
	2019	24%	41%	-17%	48%	-24%
Cohort Comparison		-35%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	75%	70%	5%	71%	4%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	50%	43%	61%	32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	53%	24%	57%	20%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

ELA: STAR Early Literacy grade 1
 ELA; STAR Reading grades 2-8
 Math: STAR for grades 1-8
 Science: District Quarterly grade 5

Science: District Quarterly CompSci1 for grade 8

Civics: grade 7

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61	68	59
	Economically Disadvantaged	62	67	60
	Students With Disabilities	42	36	14
	English Language Learners	40	45	57
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	78	71	55
	Economically Disadvantaged	78	65	53
	Students With Disabilities	73	42	33
	English Language Learners	74	64	50
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	85	89	58
	Economically Disadvantaged	82	90	57
	Students With Disabilities	100	75	38
	English Language Learners	60	75	55
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	59	53	37
	Economically Disadvantaged	55	51	36
	Students With Disabilities	43	40	44
	English Language Learners	43	40	44

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	47	35
	Economically Disadvantaged	42	26	34
	Students With Disabilities	22	19	18
	English Language Learners	36	22	24
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45	50	34
	Economically Disadvantaged	44	51	29
	Students With Disabilities	14	19	24
	English Language Learners	42	33	25
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	41	35
	Economically Disadvantaged	37	36	30
	Students With Disabilities	13	6	9
	English Language Learners	35	37	24
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46	45	27
	Economically Disadvantaged	36	41	23
	Students With Disabilities	23	25	11
	English Language Learners	37	43	26

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44	45	40
	Economically Disadvantaged	38	38	37
	Students With Disabilities	10	9	15
	English Language Learners	20	28	23
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42	44	33
	Economically Disadvantaged	37	38	29
	Students With Disabilities	5	14	7
	English Language Learners	27	31	20
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	52	44	51
	Economically Disadvantaged	49	39	47
	Students With Disabilities	22	22	33
	English Language Learners	62	46	53
Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	45	38
	Economically Disadvantaged	42	45	40
	Students With Disabilities	19	5	15
	English Language Learners	28	36	26
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36	36	27
	Economically Disadvantaged	37	35	25
	Students With Disabilities	28	23	9
	English Language Learners	30	36	19

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	37	36
	Economically Disadvantaged	36	34	33
	Students With Disabilities	14	8	14
	English Language Learners	21	18	22
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	45	47	37
	Economically Disadvantaged	46	45	36
	Students With Disabilities	10	16	21
	English Language Learners	30	33	23
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	41	48
	Economically Disadvantaged	33	42	42
	Students With Disabilities	6	7	6
	English Language Learners	47	43	57

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45	45	42
	Economically Disadvantaged	44	40	41
	Students With Disabilities	11	8	12
	English Language Learners	14	21	13
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	52	49
	Economically Disadvantaged	38	49	44
	Students With Disabilities	5	11	13
	English Language Learners	30	29	30
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	47	34	33
	Economically Disadvantaged	43	29	31
	Students With Disabilities	29	21	22
	English Language Learners	39	28	36

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	14	33	32	16	32	33	8	21			
ELL	26	43	45	27	35	34	16	45	60		
BLK	34	43	46	34	39	54	24	58	64		
HSP	35	45	39	32	37	37	28	49	63		
MUL	38	33		21	27						
WHT	51	55	42	51	44	48	41	63	64		
FRL	35	42	38	33	37	37	28	45	62		
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			

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	438
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	38
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	43
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	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	30
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	51
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Achievement was below 50% proficiency in ELA, Math, and Science. 3rd and 6th grades show decline in keeping up with District comparisons in ELA and Math. Science in 5th and 8th grades are not keeping up with the District either. However, Civics, Algebra, and Geometry show achievement higher than District and State levels. Students with disabilities and multiracial groups are below 41%, but ELL groups and other racial groups scored above 41%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

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.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

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. Additional factors that may have contributed to this is novice teachers without solid instructional teaching strategies and methods for instructional delivery. Factors that contributed to this decline included 8th grade students not being properly scheduled into accelerated courses (Algebra I) who could have been. This was the largest factor because the EOC pass rates for the school were 93% (Algebra I) and 77% (Geometry).

Administration and the instructional Coaches worked to assist Teachers with understanding the full intent of the standards. Collaborative planning with instructional coaches also supported the alignment of instructional materials, aids, resources, assignments, engaging activities, discussions, group work, and individual work, to the standards.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

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.

What were the contributing factors to this improvement? What new actions did your school take in this area?

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 afterschool tutoring we were able to provide with Title I funds.

What strategies will need to be implemented in order to accelerate learning?

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, the following strategies will need to be implemented:

- *Regularly scheduled data reviews which give teachers opportunities to reflect on teaching and make decisions to strengthen instructional practices.
- *Targeted and focused small group instruction in ELA and Mathematics
- *Scheduling students for success in all areas
- *More streamlined monitoring of instruction by administration and increased instructional feedback based on those observations.
- *Continuation of target-task alignment in all subject areas.
- *Hiring and recruiting highly qualified teachers in all subject areas
- *Increased ownership of instruction and student engagement within the classroom
Pairing teachers with a mentor or content-area specialist to improve instruction
- *Work with teachers holding temporary certificates in order to complete requirements to earn professional certificates

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Core Team attended the Florida Literacy Institute (Summer 2021)

- *Requirement of both lead APs to attend summer scheduling sessions (July 2021)
- *Weekly PLCs with a data-embedded focus will be held to ensure the data is always at the forefront of our discussions
- Targeted PD based on data reviews to ensure students are receiving support needed related to
- *ESE Services (IID Logs will be monitored)
- *ELL Services
- *Proficiency of Benchmark attainment (grade-alignment)
- *Classroom Engagement

*Classroom Management

*New and Veteran Teacher Mentoring

*PD related to implementation of the BEST standards (K-2)

*Quarterly progress checks with teachers holding temporary certificates and offering services and help to keep them on track.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Recruitment and retaining highly qualified teachers are a critical component to ensure sustainability of improvement from year to year. Research shows that the greatest influence on student outcomes in the classroom teacher. Second to that is the school leadership, primarily the principal. It is imperative to continue to build a positive culture where teachers feel valued and therefore return. If we can retain highly qualified teachers, we will continue to improve. For now, the primary focus is returning to a normal school year with regular conversations among all stakeholders are held. This is critical to get back to the improvement we were experiences prior to the pandemic.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Standards/benchmark-aligned instruction was identified as an area of focus because it encompasses many factors that will lead to overall increased student achievement. Teachers must first understand the intent of the standard/benchmark in order to teach to the appropriate depth of knowledge that leads to successful student achievement. Instructional delivery must also be aligned to the standards in order for students to have opportunity for concept mastery. Additionally, steps must be taken to ensure that instructional materials, aids, resources, assignments, engaging activities, discussions, group work, individual tasks, etc... are all aligned to the standards/benchmarks. When instructional leaders and teaching staff understand the standards and how to select and vet materials accordingly, followed by implementation of effective teaching strategies with high-levels of student engagement (authentic and student-centered, not compliant), this gap will begin to close.

Area of Focus Description and Rationale:

This area impacts student learning because as students are continually exposed to standards-aligned instruction where they authentically engage and "own" their learning, a by product of increased learning. This learning will lead to higher-levels of achievement.

This was identified as a critical need based on our current levels of achievement. Currently, we are achieving below 50% proficiency in ELA, Math and Science. Though we are making gains in most areas, and have some areas that have exceeded this benchmark (50%), an increased focus may yield even higher results.

Additionally, our SWD groups are also indicating a critical need for support in the Tier 2 and Tier 3 interventions. A Tier 2 and Tier 3 SWD student watch list will be established per grade-level based / content based on diagnostic reading /math assessments indicating critical need at the beginning of the school year by Academic Coaches. The Coaches in coordination with MTSS guidance counselors, and assigned grade level assistant principals will meet monthly to review the academic progress of the students on the watch list using ELA / Math weekly assessments. Resources, academic materials and instructional strategies will be coordinated by the Academic Coaches with the student assigned teachers and support staff. Based on need, Academic Coaches will provide instructional coaching or modeling for small group instructional support.

Measurable Outcome:

As a result of Standards/Benchmark-aligned instruction in core content areas, 46% of students will earn a level 3, 4, or 5 on the state reading assessment; 49% of students will earn a level 3, 4, or 5 on the state science assessment. All ESSA subgroups will perform at a minimum of 41% overall. Student learning will be monitored through reflective progress monitoring by all stakeholders (instructional leaders, instructional staff, and students.)

Monitoring:

Weekly collaborative planning meetings will be held per each area of elementary grade-level and middle school content area to vet the standards/benchmark alignment for lesson plans, instructional delivery, materials, resources, students engagement activities, and assessment achievement criteria. Additionally, assigned area grade assigned assistant principals and MTSS guidance counselors, academic coaches and student assigned teachers will meet monthly regarding SWD to review student progress toward academic goals and next strategies.

Person responsible for monitoring outcome:

Diameshia Williams (diameshia.williams@polk-fl.net)

Evidence-based Strategy:	Specific observables included in standards-aligned instruction, but are not limited to higher-order thinking questions embedded within lesson delivery, scaffolded support within core content areas, targeted (data-driven) small-group instruction, and reflective progress monitoring. SWD student monthly progress on weekly ELA assessments will be monitored for academic progression growth to determine gaps and next step strategies.
Rationale for Evidence-based Strategy:	According to John Hattie's meta-analysis, high-effect size strategies were selected to improve learning outcomes. Progress monitoring produces teacher clarity in targeting student needs in small group instruction. Reflective progress monitoring will support awareness of goals.

Action Steps to Implement

Literacy coaches Ms. Odum, and Ms. Echevaria, math coaches Mr. Evans and Mrs. Rankine-Colman, and science coach Mrs. Padron will embed higher-order thinking questions as well help to generate ideas for engaging student interest into instruction during weekly instructional planning.

*monitor lesson planning to ensure alignment with learning targets and state standards and/or new state BEST benchmarks

*assist teachers in scaffolding questions from recall and application to analysis and syntheses level questions

*assist teachers in fluidly embedding these HOT questions and engagement activities into instruction through modeling and side-by-side coaching.

*assist teachers with implementing the new curriculum materials

*assist teachers with resources and academic materials geared to goal driven student specific supports for Tier 2 and Tier 3 SWD students in small group instruction.

*assist teachers with instructional delivery through modeling, coaching and push-in support for data relevant critical need Tier 3 interventions.

Person Responsible Quenisha Odum (quenisha.odum@polk-fl.net)

Instructional coaches Ms. Odum, Mrs. Echevarria, Mrs. Rankine-Colman, Mr. Evans, and Mrs. Padron will provide scaffolded support within core content areas along with instructional consumable supplies that are aligned with the Florida standards will help us to supplement general instruction with tasks and activities that target the individualized needs of students. Scaffolded support will also be provided in extended learning opportunities using these same instructional consumable supplies. Examples of these materials include but are limited to: Studies Weekly, Time for Kids, and Ready Florida. Specific attention will be paid to those students in two ESSA categories: students with disabilities (SWD) and multiracial students. These supplementary materials will be specifically to accommodate the needs of SWD per their IEPs.

*Coaches will preview materials in supplementary sources and match them to instruction in the district learning maps.

*Coaches will model and coach teachers on how to seamlessly integrate these supplementary materials to support small group instruction needs.

*Coaches will provide push-in support for data related critical Tier 3 need interventions.

Person Responsible Martha Echevarria (martha.echevarria@polk-fl.net)

Behavior Interventionist, Ms. Neely, instructional coaches Odum, Echevarria, Evans, Rankine-Colman and Padron will review data with teachers to assist in reflection with providing targeted (data-driven) small-group instruction. Online subscriptions to instructional technology such as Nearpod will allow teachers to use formative assessment data in real time to provide targeted small-group and individualized instruction, both for remediation and enrichment. Provision of laptops and laptop carts makes this immediate access to data, for students and teachers, possible. In monthly PLC's teachers will review classroom-specific behavior and academic reports, tier students, and plan instructions for remediation and/or enrichment.

This will specifically assist students with disabilities and multiracial students having their specific behavioral and academic needs addressed.

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

Behavior interventionist, Ms. Neely, instructional coaches Odum, Echevarria, Evans, Rankine-Colman, and Padron, and school counselors, Ms. Godfrey-Chan and Ms. Munoz will implement reflective progress monitoring monthly in PLCs. In monthly PLCs, teachers will review classroom specific behavior and academic reports, tier students, and plan instruction for remediation and or enrichment. This specifically assist students with disabilities and multicultural students having their specific behavior and academic needs addressed. Reflective progress monitoring allows teachers to reflect on their practice, resources, and methods, determine if they are effective and flexibly change if necessary. Providing substitutes for our English language arts teachers to create collaborative planning time will allow them to work collaboratively to score student progress monitoring essays, and plan for subsequent instruction.

Person Responsible Beronica Padron (beronica.padron@polk-fl.net)

#2. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale:	Based on the 20-21 reading and math STAR data review, performance drops below 50% beginning from 3rd grade and continues the trend through 8th grade. This data is indicating the majority of the campus students' achievement levels in comprehension and computation are below level.
Measurable Outcome:	Increase 2021-2022 Winter grade level outcome performance on STAR Reading and Math by 10% in all grade levels as compared from 2020-2021 Winter outcomes for STAR Reading and Math.
Monitoring:	The STAR reading and math baseline data in the Fall along with administrator classroom observations will determine which specific students and teachers' classrooms are in the greatest need for improving comprehension and computation. The Winter data will further guide support to needed areas. The Spring data will determine the final achievement outcome. Monthly academic MTSS meetings with grade relevant Guidance Counselors will be a checkpoint to monitor on-going student concerns with academic and behavioral progress.
Person responsible for monitoring outcome:	Nikeshia Leatherwood (nikeshia.leatherwood@polk-fl.net)
Evidence-based Strategy:	Building Standards-Based Professional Learning Communities will help to develop new teachers' effectiveness and continue to increase the capacity of veteran teachers as well. This will lead to higher teacher effectiveness and therefore lead to higher student achievement.
Rationale for Evidence-based Strategy:	According to Marzano's book titled, The Essentials for Standards Driven Classrooms, A Practical Instructional Model for Every Student to Achieve Rigor, he states that educators may know the standards /benchmarks to be taught, but may be uncertain about how to get there. He recommends that teachers need an instructional GPS to help guide them to help students to achieve rigor in their learning process.

Action Steps to Implement

Administrator Davis will work with elementary grades K-2 to determine student and teacher PLC needs based on STAR Data and classroom observations. Ms. Egor will work with new elementary teachers through campus induction. Academic coaches Ms. Odum (literacy) and Ms. Rankine-Colman (math) will work to build capacity with new and veteran teachers by conducting coaching cycles or modeling instructional delivery as needed for academic support based on evidence of student academic needs in monthly MTSS meetings. Ms. Godfrey-Chan as guidance counselor will assist elementary teachers in the implementation of the MTSS academic and behavior process which will meet monthly to determine on-going student progress based on classroom academic assessments. Ms. Neely as behavior interventionist and Ms. Johnson as Dean will assist teachers with explicit strategies and monitoring for Tier 2 and Tier 3 from PBISWorld.com. Ms. Jimenez as LEA will work to guide elementary teachers with developing IEPs and through the implementation process to ensure accommodations are understood and applicable for each student's needs. This will be monthly wrap around support for teachers.

Person Responsible Karen Davis (karen.davis@polk-fl.net)

Administrator Williams will work establishing a 6th Grade Academy Cohort to monitor students' needs and teacher PLC needs. Additionally, she will also work with grades 7 & 8 to determine student and teacher PLC needs based on STAR Data and classroom observations. Ms. Blackwood will work with new elementary teachers through campus induction. Academic coaches Ms. Echevarria (literacy) and Mr.

Evans (math) will work to build capacity with new and veteran teachers by conducting coaching cycles or modeling instructional delivery as needed for academic support based on evidence of student academic needs in monthly MTSS meetings. Middle School Guidance Counselors will assist middle schools teachers in the implementation of the MTSS academic and behavior process which will meet monthly to determine on-going student progress based on classroom academic assessments. Ms. Neely as behavior interventionist and Mrs. Simonsen as Dean will assist teachers with explicit strategies and monitoring for Tier 2 and Tier 3 from PBISWorld.com. Ms. Duncan as LEA will work to guide elementary teachers with developing IEPs and through the implementation process to ensure accommodations are understood and applicable for each student's needs. This will be monthly wrap around support for teachers.

Person Responsible Diameshia Williams (diameshia.williams@polk-fl.net)

Administrator Hinkle will work with elementary grades 3-5 to determine student and teacher PLC needs based on STAR Data and classroom observations. Ms. Egor will work with new elementary teachers through campus induction. Academic coaches Ms. Odum (literacy) and Ms. Rankine-Colman (math) will work to build capacity with new and veteran teachers by conducting coaching cycles or modeling instructional delivery as needed for academic support based on evidence of student academic needs in monthly MTSS meetings. Ms. Godfrey-Chan as guidance counselor will assist elementary teachers in the implementation of the MTSS academic and behavior process which will meet monthly to determine on-going student progress based on classroom academic assessments. Ms. Neely as behavior interventionist and Ms. Johnson as Dean will assist teachers with explicit strategies and monitoring for Tier 2 and Tier 3 from PBISWorld.com. Ms. Jimenez as LEA will work to guide elementary teachers with developing IEPs and through the implementation process to ensure accommodations are understood and applicable for each student's needs. This will be monthly wrap around support for teachers.

Person Responsible Kenneth Hinkle (kenneth.hinkle@polk-fl.net)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	<p>PBIS implementation should reasonably be 5% Tier 3, 15% Tier 2 and 80% Tier 3. Although, the school migration to ISS instead of implementing as much OSS in the 19-20 school year shifted the school data, the rate of suspensions per 100 students recorded in FOCUS is still relatively high as compared across the district and state. Due to the 20-21 resilience year, we need to re-establish and continue to work toward improving our school discipline data outcomes by decreasing our rate of overall student suspensions by 10% for 21-22.</p>
Measurable Outcome:	<p>The measurable outcome will be to decrease overall student ISS and OSS total suspensions by 10% for 21-22 as compared to Focus data for 20-21.</p>
Monitoring:	<p>Administrators Williams, Davis, Hinkile, Deans Mrs. Simonsen and Ms. Johnson along with the Behavior interventionist, Ms. Neely and our guidance counselors will monitor their assigned grade levels for appropriate implementation of PBIS best practices through classroom observations and attend monthly MTSS behavior meetings to monitor student tier 2 and tier 3 progress in days without referrals. Data will be from RtIB and Focus in reviewing student frequency and level of discipline. Tier 2 will be for 2-5 discipline referrals and Tier 3 will be for students with 6 or more discipline referrals. Specific student needs will be reviewed for application of appropriate goal setting and intervention measures.</p>
Person responsible for monitoring outcome:	<p>Kenneth Hinkle (kenneth.hinkle@polk-fl.net)</p>
Evidence-based Strategy:	<p>Positive Interventions will support the development of the Whole Child by encouraging positive behavior, respect toward others, ensure safe environments though-out the school, and encourage a school-wide culture of unity among educators.</p>
Rationale for Evidence-based Strategy:	<p>According to Robert Marzano's theory in his book titled, The Highly Engaged Classroom, student engagement is recognized as the core of effective schooling. A variety of constructs support teachers in building effective instruction. When teachers manage four topics that constitute student engagement such as emotions, interest, perceived importance, and perceptions of efficacy the students are more likely to be more motivated to face challenging tasks. This contributes to the development of the Whole Child.</p>

Action Steps to Implement

The PBIS staff representatives including Ms. Askew, Ms. Crupi, Mr. Evans, Ms. Frederick, Mr. Gresh, Ms. Oaks, Ms. Odum, Ms. Rosich, Ms. Gomez and Mrs. De La Cruz will develop an updated PBIS staff handbook with embedded resources for classroom use. Mrs. Simonsen will be our PBIS contact and will follow up on bringing RtIB data to the monthly PBIS meetings and monthly MTSS behavior meetings for review of progress and intervention adjustments based on student needs.

Person Responsible Melissa Simonsen (melissa.simonsen@polk-fl.net)

Ms Simonsen, Ms. Johnson and Ms. Neely will participate in coordinating PBIS staff trainings and student trainings and booster reminders as well as schoolwide PBIS events will be conducted as scheduled in the implementation plan through-out the school year as dates and finalized details. The PBIS team will work in coordination with Ms. Terry (gifted teacher) to have students develop updated student videos based on current PBIS schoolwide lesson plans. This will make the PBIS lessons more interesting and interactive during their presentation with teachers and students.

Person Responsible Melissa Simonsen (melissa.simonsen@polk-fl.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The RAISE program establishes criteria for identifying schools for additional support. The criteria includes schools with students in grades Kindergarten through five, where 50 percent or more of its students, in any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Measurable Outcome: Elementary and Intermediate Grade Levels have a goal of increasing their overall FSA and/or STAR Literacy scores by at least 10%.

Monitoring: In order to raise ELA scores, CRCA will utilize district resources such as I Station and Smarty Ants during Small Group Differentiated Reading. Additionally, Heggerty Phonics Awareness for primary grades will be used in the Early Literacy Intervention block. iReady Reading will be used for intermediate grades during the Focused Literacy block. Time for students to complete their recommended minutes will be during our extended literacy time. Teachers will track student progression and success while differentiating their needs in small-group to close the learning gap compared to their peers. Teachers will receive support from the instructional coaches and leadership team through PLC.

Person responsible for monitoring outcome: Karen Davis (karen.davis@polk-fl.net)

Evidence-based Strategy: At the primary level, students have dedicated time for early literacy intervention. In addition to district resources, teachers will use a phonemic awareness curriculum by Heggerty. Intermediate grades will use I Ready curriculum during the literacy intervention block. By targeting foundational skills in primary and comprehension in intermediate, we are working to increase literacy across our campus.

Rationale for Evidence-based Strategy: Heggerty Phonics: Studies have shown that phonemic awareness is a foundational skill, essential for learning to read. As students learn to identify sounds through oral and auditory activities, they become phonemically aware. Engaging in phonemic awareness instruction develops students' understanding of sounds, and that knowledge directly impacts their spelling and writing.
iReady Reading: i-Ready Reading includes:
*Lessons that teach foundational skills such as phonological awareness, high-frequency words, and phonics to help students understand their connection to reading
*Vocabulary lessons at earlier grade levels that teach words researchers have identified as the most essential to reading success
*Instruction for Grade 3 and above that helps students build word learning strategies that maximize vocabulary acquisition
*Reading Comprehension instruction that is designed to motivate learners of all ages as they grow accustomed to reading independently

Action Steps to Implement

In addition to regularly scheduled Collaborative Planning, ELA data tracking from student ELA class assessments and grades will be presented quarterly to review student MTSS progression.

Person Responsible: Karen Davis (karen.davis@polk-fl.net)

In addition to regularly scheduled Collaborative Planning, ELA data tracking from student ELA class assessments and grades will be presented quarterly to review student MTSS progression.

Person Responsible: Kenneth Hinkle (kenneth.hinkle@polk-fl.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), the 2019 school year data presents Citrus Ridge to have a very high amount of suspensions per 100 students. ISS reporting at total of 88 and OSS reporting at 117 for that year. This is a shift from the 2018 school year of ISS of 24 and OSS of 173. This data indicates that more often students are kept in school for consequences rather than put out of school. This practice provides Citrus Ridge with a better chance of keeping the student engaged in their school work during the school day. The trend of the 2018 and 2019 school years show approximately 200 suspensions for each school year. The goal will be to continue to increase keeping students in school while continuing to reduce the overall suspensions by 10% or more bringing the total school suspension to 180 or less. According to the school FOCUS data, many of the suspensions are for repeat offenders. This area of focus will be supported by continuing to increase the PBIS Tier 2 and Tier 3 implementation practices for the 21-22 school year. There will be a school-wide behavior interventionist to support the behavior training needs for students with maladaptive behaviors as well as specific support for teachers that are contending with higher need behavior students, those students in tier 2 with 2-5 referrals and tier 3 with 6 or more referrals. PBSWorld.com will be a resource for selecting tiered interventions. Tier 2 and Tier 3 student data will continue to be monitored monthly through the guidance department as the counselors work in coordination through the behavioral MTSS process with the classroom teachers, administration, interventionist, and parental contact. To further encourage overall schoolwide positive behavior, administration will monitor classrooms for fidelity in implementing Tier 1, 2, and 3 PBIS protocols. Intangible and Tangible Rewards will be provided to students as standard practice to place attention on positive behavior recognition. A Student of the Month will be selected from each elementary and middle school classroom for demonstrating the school-wide expectations of P.R.I.D.E., (Prepared, Respectful, Intellectual, Dependable, and Engaged.) having no suspension in the month, showing Civic characteristics and no more than two absences in the month. All students may participate in monthly and or quarterly PBIS events with the exclusion of any student on the ISS or OSS list for the month or for the quarter or more than two referrals including bus referrals within the quarter. Students that do not have the option to participate in a Monthly or Quarterly event will be able to participate when the positive behavior criteria is met for the incentive period. Staff members will also be recognized for their use of the PBIS Rocky Dollar system with fidelity. Rocky Dollars will be chosen from each box at the faculty meetings or during morning announcements, winning teachers will receive an incentive. A Shout Out Wall will also be available for staff members to write positive notes to fellow staff members in the teacher work room. The PBIS committee will also post Shout Outs based on Rocky Dollars chosen from each of the boxes. New teachers will be provided with professional development to appropriately participate in Pre-Intervention Strategies to discourage undesired student behaviors. Only after Pre-Intervention Strategies are utilized will there then be a need to follow the Behavior Flowchart and proceed with documenting minor and major behavior concerns in the RtIb system. Once the referral process is followed, data can be collected to find opportunities to trouble-shoot problematic areas or specific student needs. Finally, a common language will be utilized by all school employees to further institute a unified schoolwide standard of adult to student communication. The common language includes the purpose for the correct behavior to be vocalized to help students understand why the desired behavior is important. Additionally, this practice will help guide school employees to demonstrate a professional, responsible and student respectful method of communication for everyone.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Another school-wide improvement priority is increasing the establishment of the 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 Rocky Dollars for demonstrating positive behaviors, and acting in a spirit of service. A portion of our staff were previously 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 incentives for their students' houses by participating in Parent and Family Engagement Events, such as the Annual Title 1 Night, Open House, etc. The use of student agendas as communication tools will enhance the ability for parents/families and the school to communicate with one another, thus enhancing the positive school culture we are building.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Please see the Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders in order to fulfill the school's mission and support the needs of students. The PFEP Link is located on the Citrus Ridge website: <https://citrusridge.polkschoolsfl.com/titleone/>

Our external stakeholders include our parent group through the Student Advisory Counsel (SAC). These parents help by providing their input on school decisions that impact all students. This committee meets on the first Tuesday of each month. All parents of students at Citrus Ridge are invited to attend.

Another type of external stakeholder is our volunteers. Currently, Elation Church helps by volunteering funding for events such as staff appreciation and others as possible.

Citrus Ridge also has several business partners that offer financial support including Paramount, Shannon Orthodontics, Chick-fil-A, Pizzano's, JC Penny Realtors, Leonard's Photography and PMG (t-shirt sales). These companies donate funds towards a variety of school events and projects.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00