

Polk County Public Schools

Citrus Ridge A Civics Academy



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (47%) 2018-19: C (50%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-8</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>78%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	C	C

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Leatherwood, Nikeshia	Principal	<p>The principal serves as the leader of instructional practice specifically related to standards-based instruction and serving the needs of the whole child through leverage of a multi-tiered system of supports (MTSS) framework. The principal facilitates standards-based instruction by setting clear goals, managing resources, monitoring planning, providing professional development opportunities and instruction, and regularly supporting and evaluating teachers to promote student growth and learning.</p>
Williams, Diameshia	Assistant Principal	<p>The assistant principal serves as an instructional leader as specifically related to standards-based instruction and serving the needs of the whole child through leverage of a multi-tiered system of supports (MTSS) framework. Assistant principals achieve these objectives through setting clear goals, managing resources, monitoring planning, providing professional development and instruction, and regularly supporting and evaluating teachers to promote student growth and learning.</p>
Johnson, Rashauna	Dean	<p>The dean will assist with implementation of individual, class and schoolwide behavior interventions; deliver appropriate teacher-to-teacher professional learning and support, resulting in improved effectiveness of classroom instructional practices, increased learning time for students and enhanced student achievement. Administrative support staff will also assist administrators in shared decision-making to govern the school.</p>
Padron, Beronica	Math Coach	<p>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. Instructional coaches are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. They will also work with small groups of students to improve upon areas in which students are not meeting projected growth based on progress monitoring data.</p>
Echevarria, Martha	Instructional Coach	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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. Instructional coaches are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. They will also work with small groups of students to improve upon areas in which students are not meeting projected growth based on progress monitoring data.</p>
<p>Godfrey, Victoria</p>	<p>School Counselor</p>	<p>The school counselor will aligns work objectives with school and district's mission to support the academic achievement of all students, ensuring equity and access to all. The school counselor implements federal, state and local mandates; facilitates the successful transition and progression of students throughout the system; develops and maintains a written plan for effective delivery of the school counseling program, communicating the goals to educational stakeholders. Direct services address guidance curriculum, individual student planning, and preventive and responsive services. The counselor works with students individually and in groups and provides consultation to teachers and other school personnel regarding students and makes referrals as appropriate. School counselors also provide support and interventions for students' social emotional needs and manage the MTSS process by providing a systemic process of monitoring student progression. School counselors also manage teachers' data collection process and reporting, communicating to the leadership team when academic, behavioral or social-emotional decisions should be made for specific students. Counselors share findings and discussions from MTSS team data and decision making.</p>
<p>Evans, Joseph</p>	<p>Graduation Coach</p>	<p>The Student Success Coach develops and implements individual intervention strategies and promotion requirements to increase the likelihood that identified students will stay in school and graduate on time. The student success coach also tracks the progress of individual and subpopulations (ESSA subgroups) of students as they progress towards graduation, communicates regularly with families of students identified as being at risk of retention or failure to achieve adequate progress, develop partnerships with high schools, community colleges and other organizations to support the District Strategic Plan and identified promotion goals. The student success coach also conducts and analyzes on-going formative and summative evaluation data review of students by cohort, provides and/or submits activity reports as scheduled and requested.</p>
<p>Jimenez, Keysha</p>	<p>Teacher, ESE</p>	<p>The LEA monitors inclusion teachers as they monitor IEP goals certain disputes, document IEP implementation, evaluate students for services,</p>

Name	Position Title	Job Duties and Responsibilities
		and understand the key rules in the disciplinary process for students with disabilities, and monitors inclusion teachers as they monitor IEP goals.
Gomez, Lea	ELL Compliance Specialist	The ESOL Compliance Manager monitors ESOL teachers and paraprofessionals as they monitor service goals and evaluate students for services.
Seay, Anthony	Instructional Technology	The network manager position exists to coordinate the installation and management of instructional and non-instructional school microcomputer networks; acquires and update skills as necessary for effective network management; install, troubleshoot, and maintain hardware and software and train users in applications on the network, and coordinate activities of outside vendors, consultants and trainers.
Jimmerson, Sandra	Instructional Media	The media specialist plans and implements a library media program, which aligns to the mission and vision of the school and district; providing equal access to all students, creates and maintains a library media center that is organized, welcoming, and conducive to learning, delivers library media services by providing resources and instruction for students and teachers to become independent users of information, plans, prepares, and provides instruction in the skills necessary to access, evaluate, analyze, and organize information in all formats to ensure optimal student achievement. Implements large group, small group, and individual settings; plans, prepares, and provides literature activities to promote a love of reading and lifelong learning for students; uses, models, and assists users with instructional applications and use of technology for academic learning.

Demographic Information

Principal start date

Monday 6/18/2018, Nikeshia Leatherwood

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

35

Total number of teacher positions allocated to the school

82

Total number of students enrolled at the school

1,407

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	92	84	78	135	93	132	332	327	368	0	0	0	0	1641
Attendance below 90 percent	54	52	40	68	47	61	55	73	86	0	0	0	0	536
One or more suspensions	1	5	5	8	7	21	74	67	70	0	0	0	0	258
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 2022 statewide FSA ELA assessment	0	0	0	39	36	49	138	116	138	0	0	0	0	516
Level 1 on 2022 statewide FSA Math assessment	0	0	0	43	40	61	154	119	114	0	0	0	0	531
Number of students with a substantial reading deficiency	29	34	51	49	24	34	57	28	34	0	0	0	0	340

Using the table above, complete the table below with the number of students by current grade level who have 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	13	21	26	25	37	65	132	139	144	0	0	0	0	602

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year		0	0	0	15	0	0	0	0	30	0	0	0	45
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/12/2022

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	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	0
One or more suspensions	0	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	0
Course failure in Math	0	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	0
Level 1 on 2019 statewide FSA Math assessment	0	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	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0
Course failure in Math	0	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	21	32	37	66	63	0	0	0	0	219
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	13	30	45	64	70	0	0	0	0	222
Number of students with a substantial reading deficiency	0	41	52	53	28	40	67	37	46	0	0	0	0	364

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	21	26	25	37	65	132	139	144	0	0	0	0	589

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	15	0	0	0	0	30	0	0	0	0	45
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%	51%	55%				41%	61%	61%
ELA Learning Gains	45%						51%	58%	59%
ELA Lowest 25th Percentile	30%						48%	49%	54%
Math Achievement	38%	37%	42%				44%	61%	62%
Math Learning Gains	53%						50%	56%	59%
Math Lowest 25th Percentile	46%						45%	52%	52%
Science Achievement	28%	48%	54%				33%	52%	56%
Social Studies Achievement	77%	53%	59%				83%	79%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	40%	52%	-12%	58%	-18%
Cohort Comparison		0%				
04	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	42%	48%	-6%	58%	-16%
Cohort Comparison		-40%				
05	2022					
	2019	41%	47%	-6%	56%	-15%
Cohort Comparison		-42%				
06	2022					
	2019	34%	48%	-14%	54%	-20%
Cohort Comparison		-41%				
07	2022					
	2019	32%	42%	-10%	52%	-20%
Cohort Comparison		-34%				
08	2022					
	2019	34%	48%	-14%	56%	-22%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	48%	56%	-8%	62%	-14%
Cohort Comparison		0%				
04	2022					
	2019	52%	56%	-4%	64%	-12%
Cohort Comparison		-48%				
05	2022					
	2019	46%	51%	-5%	60%	-14%
Cohort Comparison		-52%				
06	2022					
	2019	29%	47%	-18%	55%	-26%
Cohort Comparison		-46%				
07	2022					
	2019	30%	39%	-9%	54%	-24%
Cohort Comparison		-29%				
08	2022					
	2019	25%	35%	-10%	46%	-21%
Cohort Comparison		-30%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	35%	45%	-10%	53%	-18%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-35%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	24%	41%	-17%	48%	-24%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	75%	70%	5%	71%	4%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	50%	43%	61%	32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	53%	24%	57%	20%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	20	33	19	22	40	29	19	66			
ELL	26	39	25	27	50	47	24	62	67		
ASN	38			62							
BLK	29	47	42	29	46	25	20	89	73		
HSP	35	42	27	35	54	48	24	72	67		
MUL	38	58		29	72						
WHT	53	50	28	52	53	45	41	81	60		
FRL	34	43	29	34	51	47	23	74	66		
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			
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	472
Total Components for the Federal Index	10

ESSA Federal Index	
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	50
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

3rd grade cohort gains in ELA and Math; 4th and 5th grade cohort losses; middle school cohort gains and/or maintenance in ELA; middle school minor cohort losses in math; lower than district and state averages in most areas except 3rd grade math and civics (when compared with state)

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

5th and 8th grade Science; overall reading proficiency; overall math proficiency

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

lack of fidelity in monitoring and supporting standards-based instruction; learning loss from time out of school for particular grade levels; failure to tie literacy to all content areas

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

3rd grade ELA and Math; Geometry; 8th grade Math

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

3rd grade - Reflex math; effective small-group instruction; embedding literacy in all content areas
 Geometry and 8th grade math - teachers' content knowledge and pedagogy (differentiation)

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

more opportunities for vertical planning; focusing more on enrichment and not solely remediation; progress monitoring through common assessments; various motivational strategies to promote student achievement

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.

common planning to include standards-aligned planning with a focus on Universal Design for Learning; teacher choice in professional development; teacher-led "expert" sessions (ie., learning/instructional walks)

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

coaching cycles and support from academic coaches and administrative team

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students will receive standards-aligned instruction aligned to the new B.E.S.T. Benchmarks and the Florida SAS (state academic standards) to increase proficiency. Because there will be no learning gains this year, the focus is specifically on proficiency. Historically, proficiency has hovered between the high 30's and lower 40's. In certain areas, last year's data dipped into the low 20's and low to mid-30's. Many of our staff like to work with individual and alternate material and curriculum with which they are familiar and like and attempt to align those materials to the standards, rather than starting with the standards and standards-aligned resources and curriculum already provided and supplement from there. Traditionally, our teachers have also not used common assessments and the results from those assessments to plan next steps for student instruction. Our lift this year will be in ensuring that common assessments aligned to the benchmarks are planned first and that instruction is developed from those assessments. Within the cycle of instruction and assessment, intervention (and enrichment) practices need to be improved because roughly two-thirds of our students are non-proficient in basic reading and math skills.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Achieve overall reading proficiency of 46%, math proficiency of 49%, science proficiency of 38% and social studies achievement of 74%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Weekly collaborative planning by grade level and content area focused on alignment to the B.E.S.T. Benchmarks; weekly analysis of student performance on classroom tasks and assessments; instructional walks after planning focused on standards alignment, student engagement, and student response to instruction. Teachers will receive feedback after each observation. Monthly student support team meetings will also reconvene involving all stakeholders to adequately provide support for students needing enrichment and remediation.

Person responsible for monitoring outcome:

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

Evidence-based Strategy: Describe the evidence-based strategy

Collaborative planning, scaffolded support within core content areas and reflective progress monitoring. Backwards Design and a universal design approach will also be initiated this year.

being implemented for this Area of Focus.

Rationale for Evidence-based

Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Collaborative planning will allow teachers to work and learn together as they plan assessments and lessons and to collaboratively examine and improve upon their instructional practice. Backwards Design will allow teachers to avoid "activity-oriented" teaching and textbook coverage by clarifying standards-based goals and assessments for students first, and then planning classroom activities to align to those goals and assessments. Implementing a universal design approach will provide the opportunity for ALL students to access the general education curriculum by reducing barriers to instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Instructional coaches and administrators will facilitate collaborative planning. Collaborative planning sessions will include:

- * identifying standards-based goals (some groups will start with the Learning Arc Framework)
- * teams will develop assessments based on those learning goals
- * teams will develop classroom activities aligned with those goals and assessments, to include universal design features
- * analyze data and use it to improve instruction and student outcomes

Person Responsible

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

#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus
Description and Rationale: Data reveals wide gaps in proficiency amongst various subgroups, particularly students with disabilities and English language learners, and minority students lagging well behind white students in achievement. Our school is over 60% Hispanic, yet only slightly over a third of Hispanic student achieve proficiency in Reading and less than a third achieve proficiency in Math. Meanwhile, only 20% of our student population is comprised of white students, but more than half of the White student population achieved proficiency in every area, with the exception of Science. To minimize these pervasive achievement gaps, teachers will be coached and trained to implement small-group instruction as an effective way to differentiate supports for diverse learners, especially those who need additional instructional time in certain areas.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: Using a multi-tiered system of supports (MTSS), assessment data, research-based instructional and intervention practices (the Learning Arc Construction Framework, Universal Design for Learning, and visible learning strategies), and regular progress monitoring, at least 50% of each subgroup will demonstrate (behaviorally and academically) proficiency in reading, math, science, and social studies. Subgroups which have already reached 50% proficiency in those core areas will make gains of at least 5% in each area.
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: During weekly collaborative planning sessions, teachers will meet with common assessment data; review instructional strategies, curriculum and pacing, student assignments, student progress, and plan small-group interventions accordingly.
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: Nikeshia Leatherwood (nikeshia.leatherwood@polk-fl.net)

Evidence-based Strategy: Response to Instruction and Intervention (RtI2) emphasizes the importance of a foundation of high-quality general (Tier 1) instruction, and the provision of swift and targeted interventions to accelerate learning. This system uses a three-tier pyramid approach, with Tier 1 being the high-quality, evidence-based core instruction. Tier 2 represents the supplemental targeted, strategic interventions, generally delivered in small groups and Tier 3 represents the intensive, frequent and individualized interventions for students who did not respond positively to instruction in Tiers 1 and 2.
Describe the evidence-based strategy being

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

The rationale behind using this strategy is to provide a comprehensive school-wide system of high-quality general instruction and supports and interventions for all students, struggling or advanced.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide training and support for teachers regarding small-group instruction, MTSS, and RTI2

Person Responsible Heather Powers (heather.powers@polk-fl.net)

Engage teachers in data analysis in collaborative planning to target the specific needs of groups of students and individual students

Person Responsible Heather Powers (heather.powers@polk-fl.net)

Assist teachers in planning and providing the appropriate Tier 2 and Tier 3 interventions

Person Responsible Victoria Godfrey (victoria.godfrey@polk-fl.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

A specific instructional area of focus for grades K-2 will be shifting into a balanced literacy classroom where teachers know and understand the BEST Benchmarks and their intent. Teachers will explicitly teach foundational skills phonemic awareness, phonological awareness, phonics, and fluency using best practices along with data-driven tiered support. A solid foundation in these skills will lead students to successfully read and comprehend at grade level. Teachers will use grade-specific writing benchmarks to scaffold students' written expression to be grade-level appropriate. Written expression will aid students in reading comprehension, as well as grow their writing abilities.

In addition to Tier 1 instruction, small groups, and Tier 2/3 (Data Driven) will be guided and monitored for fidelity. Teachers will use District STAR/STAR EL assessments, as well as diagnostic assessments from the FL Wonders Curriculum to determine the individual literacy needs of students. Teachers and support staff will regularly assess and progress monitor students to ensure they develop mastery of foundational skills before moving to 3rd grade.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Reading achievement peaked at 44% for our 3rd-grade students, but from 4th-5th grade, reading proficiency hovers in the high 20's to low 30's. Although 3rd-grade achievement is high, no grade level has reached the 50% proficiency criteria established by the RAISE program.

A specific instructional area of focus for grades 3-5 will be ensuring a balanced literacy block with a focus on the use of high-yield strategies to teach reading comprehension to all students. Teachers will use any State, District, classroom, and/or running records to identify students not meeting proficiency requirements. Specific interventions will be developed to support students' individual needs through small group instruction. Students who are fluent readers but lack comprehension will receive support in reading comprehension. Likewise, students who struggle with reading fluency will be given diagnostic assessments provided with our reading curriculum, Florida Wonders to determine where the learning gap lies.

In addition to Tier 1 instruction and small group, Tier 2/3 (Data Driven) will be guided and monitored for fidelity. Any students not responding to Tier 1 and small group instruction will be identified every 6-8 weeks during PLC with the administration and MTSS coordinator. These student support meetings will serve as a time to brainstorm ideas, strategies, and next steps to support students' academic success. Students determined to need additional tiered support will be identified through antidotal teacher notes, recommendations, and the District FAST progress monitoring assessments. Diagnostic assessments

from the FL Wonders Curriculum or MTSS coordinator will be used to determine the individual literacy needs of students. Teachers and support staff will regularly assess and progress monitor students to ensure they develop mastery of foundational skills, fluency, and reading comprehension.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Elementary Grade Levels have a goal of increasing their overall F.A.S.T. STAR Literacy scores by at least 10% from the first progress monitoring to the last progress monitoring of the year.

Grades 3-5: Measureable Outcome(s)

Intermediate Grade Levels have a goal of increasing their overall F.A.S.T. ELA scores by at least 10% from the first round of progress monitoring to the third round of progress monitoring..

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

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:

Select the person responsible for monitoring this outcome.

Powers, Heather, heather.powers@polk-fl.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Instruction (best practices) at the Kindergarten through 2nd grade level will be designed to focus on automaticity, building background knowledge, decoding, and explicit literacy instruction. Classroom environments should display the use of high frequency works daily and students will be provided opportunities that involve writing and inventive spelling. Daily instruction will be provided including whole and small group instruction with an intentional emphasis on phonics and phonological awareness. Independent reading levels will be taken into consideration to offer intervention and enrichment opportunities for students. Additionally, at the 3-5 level, an emphasis the use of context clues, figurative language, fluency, and appropriate affixes to understand words and their connection to text and its intended meaning will. Explicit instruction and reading and comprehension of multisyllabic words. The above mentioned practices directly align to the B.E.S.T. ELA standards. They align to PCPS's comprehensive reading plan and meet Florida's definition of evidenced-based best practices.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

As the B.E.S.T. standards are still new, I used the resources provided by the FLDOE to highlight the aforementioned evidence-based practices. Curriculum and materials are provided by the district, therefore our focus will be on strategies and interventions using standards-aligned materials and tasks. With appropriate instruction, monitoring, and intervention, the practices- with high-yield instructional strategies will continue to address our student population.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership - during the summer of 2021, the principal, and two assistant principals attended the Florida's Literacy conference in Orlando, FL. Best practices were shared and strategies were implemented and will continued to be implemented this year. Revisiting the topics learned and utilizing the B.E.S.T. standards with fidelity will be a common practice.</p>	<p>Leatherwood, Nikeshia, nikeshia.leatherwood@polk-fl.net</p>
<p>Literacy Coaching- PCPS offers comprehensive literacy coaching to the academic coaches assigned to each school. The coaches serve as a liaison and also offer professional development and training during weekly collaborative planning sessions at the school level. The coaches will be provided time to research best practices and train teachers accordingly using the coaching cycle and modeling in the classroom.</p>	
<p>Assessment will be ongoing utilizing the appropriate progress monitoring tools to determine the effectiveness of instruction. Modifications will be made based on weekly data and student progress.</p>	
<p>Professional Learning will be embedded within our school's master calendar. In addition to district offered training- the school's leadership will work collaboratively with the Senior Director of reading to develop comprehensive reading strategies and an implementation plan to drive the school forward.</p>	<p>Leatherwood, Nikeshia, nikeshia.leatherwood@polk-fl.net</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 for students 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 and our new School Info App will enhance the ability for parents/families and the school to communicate with one another, thus enhancing the positive school culture we are building.

Another strategy that we have began to improve the positive culture and learning environment for students is to implement CHAMPs and provide training and support to teachers. The purpose of re-training our staff in CHAMPS is to increase the fidelity of implementation with our schoolwide PBIS program and to help teachers effectively manage student behavior and increase student motivation so that they can focus the majority of their time and energy on instruction and student success. Fewer discipline problems will also help us to retain quality instructional staff and increase student engagement and academic achievement.

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

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/family group through the Student Advisory Counsel (SAC). These families help by providing their input on school decisions that impact all students. This committee meets on the first Tuesday of each month. All family members of students at Citrus Ridge are invited to attend.

Another type of external stakeholder is our volunteers. Currently, Elation Church and Harvest International help 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, Alexis McKenzie Homes, Sell & Buy Homes Realty, Inc. and Leonard's Photography. These companies donate funds towards a variety of school events and projects.