# Citrus High School



**2023-24**

**Schoolwide Improvement Plan (SIP)**

## Table of Contents

# Citrus High School

## 600 W HIGHLAND BLVD, Inverness, FL 34452

### https://chs.citrusschools.org/

### School Board Approval

This plan was approved by the Citrus County School Board on 10/10/2023.

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

| Additional Target Support and Improvement (ATSI) |
| --- |
| A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%. |

| Targeted Support and Improvement (TSI) |
| --- |
| A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years. |

| Comprehensive Support and Improvement (CSI) |
| --- |
| A school can be identified as CSI in any of the following four ways:<br><br>1. Have an overall Federal Index below 41%;<br>2. Have a graduation rate at or below 67%;<br>3. Have a school grade of D or F; or<br>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years. |

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|---|---|---|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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.

# I. School Information

## School Mission and Vision

**Provide the school's mission statement.**

"Citrus High School is committed to challenging its students to maximize their potential by utilizing innovative instructional strategies while maintaining a safe and nurturing environment."

**Provide the school's vision statement.**

"The vision of Citrus High School is to be a premier educational institution at the heart of the community where students receive the foundation necessary to become productive and successful members of society."

## School Leadership Team, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**
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 as it relates to SIP implementation for each member of the school leadership team.**:**

| Name | Position Title | Job Duties and Responsibilities |
|------|---------------|--------------------------------|
| Kahler, Mark | Principal | (1) Provide leadership in the continuous improvement of the total educational program in the school. * (2) Manage and administer the overall instructional program of the school. * (3) Manage and administer the overall activities of assessing and developing the instructional program of the school. * (4) Provide leadership and facilitate the accreditation program at the school. * (5) Involve others in the decision-making process and encourage teamwork, collaboration and partnerships. * (6) Assume, as requested, a District-wide leadership role for an identified function, program, or service, such as curriculum development, instructional technology, staff development, or custodial coordination. * (7) Participate, as requested, in District-wide curriculum development and assume responsibility for the implementation of such programs when approved. * (8) Participate, as requested, in the evaluation, selection and adoption of textbooks and other instructional materials. (9) Participate, as requested, in the development of the District's student assessment program. Manage and administer the testing program for the school. * (10) Provide leadership, facilitate and oversee the wise use of personnel resources within the school. * (11) Serve as the liaison between the school and District-wide services available to assist the school in its mission. (12) Manage the implementation and administration of negotiated employee contracts at the school level. * (13) Provide leadership and facilitate the development of long- and short-range instructional and facility needs. * (14) Manage and administer plant safety and facility inspections, including supervision of buildings and grounds. *(15) Manage and administer maintenance services for the school in such a manner that ensures maximum life and use of the facility. * (16) Provide leadership for student discipline and implement disciplinary procedures and policies that ensure a safe and orderly environment. * (17) Facilitate, manage and supervise financial planning for the school, including the preparation of the school's budget. * JOB GOAL To provide the leadership and vision necessary to develop and implement a comprehensive program of instructional and support services which optimize available resources to establish and maintain a safe, caring, and enriching environment conducive to learning and student success. (18) Manage and supervise the wise use of financial resources for the school. * (19) Manage and administer purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. * (20) Oversee financial accounting to ensure judicious management of all school funds. * (21) Manage and supervise the preparation of financial reports for the school. *(22) Manage and supervise student accounting and attendance procedures at the school. * (23) Coordinates with the Food Service Director to oversee and supervise the school food service program. * (24) Serve as a liaison between the school and community and provide leadership for positive school /community relations. * (25) Serve as the liaison between the school and business community and provide leadership for the development of partnerships to benefit the school. * (26) Keep well informed about current trends in education. * (27) Keep well informed of policy, procedures, instructional programs, potential problems and the resolution of existing problems. *(28) Keep staff informed of policy, procedures, instructional programs, potential problems and the resolution of existing problems. * (29) Keep Superintendent and appropriate District staff informed of problems and events of unusual nature. * (30)Oversee and maintain accountability for property inventory records andsecurity of school property. * (31) Oversee the development of a master |

| Name | Position Title | Job Duties and Responsibilities |
|------|---------------|-------------------------------|
| | | schedule<br>for teachers. * (32) Provide leadership for and coordinate the supervision of extracurricular activities / events / programs. * (33) Approve all school sponsored activities and maintain a calendar for all school events. * (34) Provide for the articulation of the school's instructional program and services among school personnel. *(35) Provide leadership for the school improvement and accountability process. * (36) Provide leadership for the development and maintenance of an environment that is conducive to teaching and learning. * (37) Assume all duties and responsibilities in Florida statutes. * (38) Provide leadership to ensure that appropriate staff development activities are available to meet staff needs in carrying out the school improvement plan. * (39) Supervise and coach assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. * (40) Coordinates with the Executive Director of Support Services to supervise and coordinate and oversee transportation services at the school. * (41) Establish procedures to be used in the event of a school crisis or civil disobedience and provide leadership in the event of such happenings. * (42) Implement School Board policy, State statutes and federal regulations as they pertain to the school. * (43) Establish the job assignments for all school-site administrators and assess the school-site administrator's performance. * (44) Manage and supervise the school's athletic and student activity programs, including the selection of club sponsors and coaches. * (45) Maintain visibility and accessibility on the school campus. * (46) Participate in the development of the District strategic plan, District school calendar, District staffing plan and manpower plans. Manage and administer school functions relating to these items. (47) Assign and supervise school personnel to special projects for the enhancement of the school. (48) Attend school-related activities and events. * (49) Participate in leadership development activities. (50) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (51) Perform other incidental tasks consistent with the goals and objectives of this position. |
| Leonard, Mary | Assistant Principal | (1) Provide assistance and feedback to<br>school personnel. * (2) Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. * (3) Develop the master teaching schedule and assign teachers according to identified needs. *(4) Utilize current educational trends in the planning and<br>preparation of the school instructional program. * (5) Interpret and enforce School Board policy, state statutes and federal regulations. * (6) Implement the accreditation program for the assigned school. * (7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. * (8) Manage and administer the testing program for the school. *(9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. * (10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. * (11) Provide leadership in the event of school crisis and/or civil disobedience. * (12)Provide leadership in the school improvement process. * (13) Administer and |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | develop teacher duty rosters for the school. * (14) Provide supervision while maintaining visibility about the campus and classroom. * (15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. * (16) Interpret and enforce the District's Code for Student Conduct. * (17) Supervise all facets of the registration process. * (18) Coordinate the production of pre-planning materials. * (19) Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. * (20) Comply with provisions of collective bargaining agreements. * (21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. * (22) Develop and maintain positive school/community relations and act as a liaison between school and community. * JOB GOAL To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District. (23) Coordinate the school food service program as it relates to the special needs of the school. * (24) Maintain adequate property inventory records, key control and security of school property. * (25) Participate in the development of long-range facility needs at the assigned school. * (26) Coordinate plant safety and facility inspection at the school. * (27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. * (28) Coordinate the transportation services at the assigned school.* (29) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. * (30) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. * (31) Supervise the function of student accounting at the school, as it pertains to funding an attendance. * (32) Manage and administer the attendance policy and procedures. * (33) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. * (34) Coordinate data processing activities as assigned. * (35) Provide leadership for, and supervision of, extracurricular activity programs. * (36) Participate in the administration of the school's athletic program. * (37) Assist in managing and supervising the student activity programs, including the selection of club sponsors. * (38) Approve school-sponsored activities and maintain a calendar of all school events. * (39) Assume responsibility of the school when the Principal is absent from the building. * (40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.* (41) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (42) Perform other incidental tasks consistent with the goals and objectives of this position. |
| Cates, Jason | Assistant Principal | (1) Provide assistance and feedback to school personnel. * (2) Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. * (3) Develop the master teaching schedule and assign teachers according to identified needs. * (4) Utilize current educational trends in the planning and preparation of the school instructional program. * (5) Interpret and enforce School |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | Board policy, state statutes and federal regulations. * (6) Implement the accreditation program for the assigned school. * (7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. * (8) Manage and administer the testing program for the school. * (9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. * (10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. * (11) Provide leadership in the event of school crisis and/or civil disobedience. * (12) Provide leadership in the school improvement process. * (13) Administer and develop teacher duty rosters for the school. * (14) Provide supervision while maintaining visibility about the campus and classroom. * (15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. * (16) Interpret and enforce the District's Code for Student Conduct. * (17) Supervise all facets of the registration process. * (18) Coordinate the production of pre-planning materials. * (19) Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. * (20) Comply with provisions of collective bargaining agreements. * (21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. * (22) Develop and maintain positive school/community relations and act as a liaison between school and community. * JOB GOAL To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District. *(23) Coordinate the school food service program as it relates to the special needs of the school. * (24) Maintain adequate property inventory records, key control and security of school property. * (25) Participate in the development of long-range facility needs at the assigned school. * (26) Coordinate plant safety and facility inspection at the school. * (27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. * (28) Coordinate the transportation services at the assigned school. * (29) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. * (30) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. * (31) Supervise the function of student accounting at the school, as it pertains to funding and attendance. * (32) Manage and administer the attendance policy and procedures. * (33) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. * (34) Coordinate data processing activities as assigned. * (35) Provide leadership for, and supervision of, extracurricular activity programs. * (36) Participate in the administration of the school's athletic program. * (37) Assist in managing and supervising the student activity programs, including the selection of club sponsors. * (38) Approve school-sponsored activities and maintain a calendar of all school events. * (39) Assume responsibility of the school when the Principal is absent from the building. * (40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.* (41) Perform job responsibilities with sustained |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| | | focus and attention to detail for extended periods of time.* (42) Perform other incidental tasks consistent with the goals and objectives of this position. |
| Mayer, Alyssa | Assistant Principal | (1) Provide assistance and feedback to school personnel. * (2) Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. * (3) Develop the master teaching schedule and assign teachers according to identified needs. * (4) Utilize current educational trends in the planning and preparation of the school instructional program. * (5) Interpret and enforce School Board policy, state statutes and federal regulations. * (6) Implement the accreditation program for the assigned school. * (7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. * (8) Manage and administer the testing program for the school. * (9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. * (10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. * (11) Provide leadership in the event of school crisis and/or civil disobedience. * (12) Provide leadership in the school improvement process. * (13) Administer and develop teacher duty rosters for the school. * (14) Provide supervision while maintaining visibility about the campus and classroom. * (15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. * (16) Interpret and enforce the District's Code for Student Conduct. * (17) Supervise all facets of the registration process. * (18) Coordinate the production of pre-planning materials. * (19) Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. * (20) Comply with provisions of collective bargaining agreements. * (21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. * (22) Develop and maintain positive school/community relations and act as a liaison between school and community. * JOB GOAL To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District. *(23) Coordinate the school food service program as it relates to the special needs of the school. * (24) Maintain adequate property inventory records, key control and security of school property. * (25) Participate in the development of long-range facility needs at the assigned school. * (26) Coordinate plant safety and facility inspection at the school. * (27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. * (28) Coordinate the transportation services at the assigned school. * (29) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. * (30) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. * (31) Supervise the function of student accounting at the school, as it pertains to funding and attendance. * (32) Manage and administer the attendance policy and procedures. * (33) Communicate, through the Principal, to appropriate District staff, information relating to various problems |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | or events of unusual nature. * (34) Coordinate data processing activities as assigned. * (35) Provide leadership for, and supervision of, extracurricular activity programs. * (36) Participate in the administration of the school's athletic program. * (37) Assist in managing and supervising the student activity programs, including the selection of club sponsors. * (38) Approve school-sponsored activities and maintain a calendar of all school events. * (39) Assume responsibility of the school when the Principal is<br>absent from the building. * (40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations forappropriate employment action.* (41) Perform job responsibilities with sustained<br>focus and attention to detail for extended periods of time.* (42) Perform other incidental tasks consistent with the goals and objectives of this position. |
| Groom, Kara | Staffing Specialist | The Exceptional Student Education (ESE) Staffing Specialist is responsible for coordinating the staffing and educational planning process at Citrus High School. The ESE Staffing Specialist serves as the designee of the Local Educational Agency (LEA) in Exceptional Student Education (ESE) meetings at the school where special education eligibility, placement, dismissal and program changes occur.<br>The ESE Staffing Specialist possesses knowledge of the Individuals with Disabilities Education Act (IDEA), the theory and development of Exceptional Student Education, General Education Intervention Procedures, Child Find, ESE program eligibility and triennial reevaluation criteria under the FLDOE, program placement procedures as identified in the district's programs and policies document, exceptional student education program options, and community services available for students with disabilities and gifted students.<br>The ESE Staffing Specialist demonstrates the ability to effectively communicate using written and oral communication skills; including discussion with students' parents in regard to procedural safeguards, legal rights and informed consent. The ESE Staffing Specialist also possesses the ability to use effective, positive interpersonal skills; planning and organizational skills; and skills in analyzing and evaluating student progress and programs. |

**Stakeholder Involvement and SIP Development**
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our 2022 SIP Areas of Focus were shared, reviewed, and analyzed with stakeholders during a summer School Advisory Council (SAC) planning meeting. At this meeting, all stakeholders identified our achievements and areas for improvement for the development of the 2023-2024 School Improvement Plan (SIP). Additionally, the achievement/survey data, along with our SIP Goals, were shared with all staff members during pre-planning week. Staff members had the opportunity to provide feedback and suggestions for our 2023-2024 SIP.

**SIP Monitoring**
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))


The SIP will be monitored with our District common Walkthrough Tools, designed to use when conducting informal observations in classrooms. The tools will gather data reflective percentage of fidelity when looking at instructional practices. Additionally, progress monitoring assessments in Math, ELA, and Biology courses will be reviewed to identify areas for growth during collaborative planning meetings. Data from progress monitoring will be reviewed quarterly to determine if revisions will be necessary. Additionally, concerning our positive school culture and environment goals, data from quarterly surveys will be analyzed.

| **Demographic Data** | |
|---|---|
| Only ESSA identification and school grade history updated 3/11/2024 | |
| **2023-24 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | High School<br>9-12 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2022-23 Title I School Status** | No |
| **2022-23 Minority Rate** | 19% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 90% |
| **Charter School** | No |
| **RAISE School** | No |
| **ESSA Identification**<br>*updated as of 3/11/2024 | ATSI |
| **Eligible for Unified School Improvement Grant (UniSIG)** | No |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)*<br>Black/African American Students (BLK)*<br>Hispanic Students (HSP)<br>Multiracial Students (MUL)<br>White Students (WHT)<br>Economically Disadvantaged Students (FRL) |
| **School Grades History**<br>*2022-23 school grades will serve as an informational baseline. | 2021-22: C<br><br>2019-20: B<br><br>2018-19: B<br><br>2017-18: C |
| **School Improvement Rating History** | |
| **DJJ Accountability Rating History** | |

## II. Needs Assessment/Data Review

**ESSA School, District and State Comparison (pre-populated)**
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 43 | 46 | 50 | 43 | 45 | 51 | 52 | | |
| ELA Learning Gains | | | | 39 | | | 50 | | |
| ELA Lowest 25th Percentile | | | | 32 | | | 39 | | |
| Math Achievement* | 23 | 28 | 38 | 36 | 26 | 38 | 33 | | |
| Math Learning Gains | | | | 45 | | | 21 | | |
| Math Lowest 25th Percentile | | | | 41 | | | 13 | | |
| Science Achievement* | 59 | 66 | 64 | 56 | 35 | 40 | 63 | | |
| Social Studies Achievement* | 68 | 64 | 66 | 64 | 38 | 48 | 69 | | |
| Middle School Acceleration | | | | | 33 | 44 | | | |
| Graduation Rate | 89 | 90 | 89 | 93 | 60 | 61 | 92 | | |
| College and Career Acceleration | 51 | 51 | 65 | 45 | 65 | 67 | 40 | | |
| ELP Progress | | 35 | 45 | | | | | | |

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

**ESSA School-Level Data Review (pre-populated)**

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 56 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 333 |
| Total Components for the Federal Index | 6 |

| 2021-22 ESSA Federal Index | |
|---|---|
| Percent Tested | 99 |
| Graduation Rate | 89 |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 49 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 2 |
| Total Points Earned for the Federal Index | 494 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 93 |
| Graduation Rate | 93 |

**ESSA Subgroup Data Review (pre-populated)**

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 34 | Yes | 3 | |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 44 | | | |
| HSP | 57 | | | |
| MUL | 60 | | | |
| PAC | | | | |
| WHT | 55 | | | |
| FRL | 51 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 39 | Yes | 2 | |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 23 | Yes | 3 | 1 |
| HSP | 44 | | | |
| MUL | 53 | | | |
| PAC | | | | |
| WHT | 51 | | | |
| FRL | 48 | | | |

## Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
| All Students | 43 | | | 23 | | | 59 | 68 | | 89 | 51 | |
| SWD | 21 | | | 13 | | | 29 | 41 | | 15 | 6 | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 33 | | | 10 | | | | 63 | | | 4 | |
| HSP | 49 | | | 32 | | | 60 | 68 | | 33 | 6 | |
| MUL | 45 | | | 18 | | | 62 | 69 | | 65 | 6 | |
| PAC | | | | | | | | | | | | |
| WHT | 42 | | | 22 | | | 58 | 68 | | 52 | 6 | |
| FRL | 36 | | | 22 | | | 52 | 63 | | 44 | 6 | |

| 2021-22 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 43 | 39 | 32 | 36 | 45 | 41 | 56 | 64 | | 93 | 45 | |
| SWD | 26 | 33 | 22 | 31 | 45 | 44 | 32 | 68 | | 81 | 9 | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 29 | 36 | | 10 | | | 18 | | | | | |
| HSP | 38 | 32 | 24 | 31 | 32 | | 50 | 52 | | 96 | 38 | |
| MUL | 43 | 26 | | 33 | 38 | | 63 | | | 100 | 67 | |
| PAC | | | | | | | | | | | | |
| WHT | 44 | 40 | 33 | 39 | 48 | 43 | 59 | 69 | | 93 | 45 | |
| FRL | 39 | 35 | 30 | 34 | 44 | 44 | 55 | 65 | | 92 | 42 | |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 52 | 50 | 39 | 33 | 21 | 13 | 63 | 69 | | 92 | 40 | |
| SWD | 25 | 33 | 31 | 19 | 20 | 22 | 38 | 41 | | 86 | 8 | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 37 | 56 | 42 | 31 | 27 | | 45 | | | 95 | 5 | |
| HSP | 61 | 63 | | 49 | 33 | | 75 | 74 | | 93 | 35 | |
| MUL | 48 | 52 | | 41 | 24 | | 64 | 88 | | 89 | 41 | |
| PAC | | | | | | | | | | | | |
| WHT | 52 | 49 | 39 | 32 | 19 | 12 | 63 | 67 | | 92 | 44 | |
| FRL | 48 | 47 | 40 | 30 | 19 | 15 | 59 | 64 | | 90 | 36 | |

**Grade Level Data Review– State Assessments (pre-populated)**
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 10 | 2023 - Spring | 48% | 44% | 4% | 50% | -2% |
| 09 | 2023 - Spring | 39% | 47% | -8% | 48% | -9% |

| ALGEBRA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 17% | 37% | -20% | 50% | -33% |

| GEOMETRY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 30% | 38% | -8% | 48% | -18% |

| BIOLOGY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 59% | 63% | -4% | 63% | -4% |

| HISTORY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 67% | 62% | 5% | 63% | 4% |

## III. Planning for Improvement

**Data Analysis/Reflection**
Answer the following reflection prompts after examining any/all relevant school data sources.

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

An overall decrease in student proficiency were trends that emerged both through progress monitoring and Statewide Assessment data across all grade levels, subgroups and core content areas. The lowest performing data component was Algebra 1 proficiency level with only 18% of students tested at a proficient level.

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

Math Achievement and Proficiency. Algebra 1 EOC proficiency decreased from 26% to 18% (-8%). Geometry EOC proficiency decreased from 43% to 30% (-13%). One factor contributing to this decrease was the mid year loss of a certified teacher in Algebra 1. This also caused Geometry teachers to take on additional Algebra 1 classes.

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

The data component with the greatest gap when compared to the state average was Algebra 1 EOC proficiency. CHS Algebra 1 EOC proficiency level was 18% which was 36% below the state average of 54%.

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

The data component that showed the most improvement was ELA Grade 10 proficiency which improved from 42% to 48% (+6).
The new actions CHS took in this area were: focusing on student engagement through rigorous and relevant standards based instruction means that (1) lessons will 'start from the standard', (2) the Lesson Focus Question and Closing Task will partially or completely address the standard, (3) instructional delivery will be explicit in ensuring that students can explain lesson's purpose as it relates to the standard, and (4) content of the lesson will engage students by relating to their lives whenever possible. Additionally, we had a full time Literacy Coach on-site.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Not Applicable.

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

1. Support a positive school culture and environment
2. Instructional Practice specifically related to student engagement
3. Instructional Practice specifically related to mathematics (ALG 1 and GEO specifically)
4. Instructional Practice specifically related to ELA
5. ESSA subgroups

**Area of Focus**
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Positive Culture and Environment specifically relating to Other**

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Area of Focus: Improving the respect amongst students and school cleanliness.

Survey results from the 2022-2023 school year indicate that only 33% of students, 55% of parents, and 49% of staff feel that students at CHS show respect to others. Additionally, only 21% of students feel that our campus is clean.

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

As a result of a deliberate focus on implementing interventions to support a positive school culture and environment, our goal is to increase all stakeholder survey data in both of the areas stated above to at least 75%.

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

This area of focus will be monitored by a beginning of the year, middle of the year, and end of the year student and staff survey. This allows for mid-year adjustments and student input. In addition, a Principal Advisory Committee will be formed based on recommendations of participants from our staff.

**Person responsible for monitoring outcome:**

Alyssa Mayer (mayera@citrusschools.org)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will be participating in Resiliency Lessons to improve respect amongst students.
Clubs and athletic teams are taking ownership of areas on campus for beautification.
Data from our surveys will be analyzed and adjustments will be made throughout the year.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

Through an intentional focus on Resiliency Lessons, students will learn how to strengthen essential social skills, including: 1) self-awareness, 2) self-management, 3) social awareness, 4) relationship skills, and 5) responsible decision-making.

In order for students to succeed academically, schools must first create the conditions necessary for learning, which includes nurturing a safe, supportive, and clean learning environment.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

We will be performing a beginning of the year staff/student survey to establish a baseline, and surveys will be periodically given throughout the year to analyze improvements. A student-led club will be created to improve student involvement in activities throughout campus. A campus beautification initiative will be implemented getting stakeholder involvement to address school cleanliness. Resiliency lessons will be given to students during homeroom to assist with student to student respect.

**Person Responsible:** Mark Kahler (kahlerm@citrusschools.org)

**By When:** September 2023

**#2. Instructional Practice specifically relating to Student Engagement**

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Description:
Each day students have multiple opportunities to read, write, think, and talk through grade appropriate and authentic, standards-aligned content. Implementing common, evidence-based, impactful instructional practices that supports learning such as systematic instruction, scaffolded instruction, corrective feedback, and differentiated instruction, engagement, and high expectations are designed to increase student achievement.

Rationale:
As a result of an increased focus on rigorous and relevant standards aligned instruction, student engagement and achievement will increase.

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

With a continued focus on rigorous and relevant standards-aligned instruction, we
plan to improve student learning within each data component, in which students
performed at or below the state average in 2023.
Measurable outcomes include:
1. Increase 9th grade ELA Proficiency Scores by 9% (Goal = 48%)
2. Increase 10th grade ELA Proficiency Scores by 5% (Goal = 53%)
2. Increase Algebra 1 Proficiency by 36% (Goal = 54%)
3. Increase Geometry Proficiency Scores by 19% (Goal=49%)
4. Increase Biology Proficiency Scores by 6% (Goal= 65%)
5. Increase US History Proficiency Scores by 5% (Goal= 72%)

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

The area of focus will be monitored with our District created Walkthrough Tools, designed to use when conducting informal observations in all classrooms. The tool will gather data reflective percentage of fidelity when looking at instructional practices. Additionally, school and district assessment data through progress monitoring assessments will be reviewed during collaborative planning meetings to identify areas for growth.

**Person responsible for monitoring outcome:**

Alyssa Mayer (mayera@citrusschools.org)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based interventions for strengthening student engagement include:
1. Implementation of standards-aligned digital resources (Savvas Realize

textbooks and novels, Progress Learning, Edgenuity, Achieve3000, Actively Learn, and IXL)
2. Continued implementation of Fundamental 5 and WICOR lesson frameworks
3. Collective problem-solving in Collaborative Planning groups through ongoing analysis of diagnostic and formative assessment data
4. Teachers will utilize the District Instructional Framework to reflect on their instructional practices.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

1. Savvas Realize Textbooks and novels, Progress Learning, Edgenuity, Achieve3000, Actively Learn, and IXL are effective academic programs as indicated by independent studies, evidence-based peer-reviews, product efficacy reports, and national survey data.
2. The Fundamental 5 and WICOR lesson frameworks feature evidence-based strategies, which capture key elements of our District Instructional Framework.
3. Adult learning principles emphasize self-direction and problem-solving. By centralizing diagnostic and formative assessment data in Collaborative Planning groups, teachers will be able to maintain focus on target standards, while engaging in ongoing collaboration and professional learning through collective problem-solving.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Standards-aligned Digital Resources (Savvas Realize, Progress Learning, Edgenuity, Achieve3000, Actively Learn, and IXL):
1. Site-based and district training during pre-planning and the 2023-2024 school year
2. Continued integration of digital resources in Canvas
3. Ongoing support provided by district Program Specialist, TOSAs, Literacy Coach, mentors, and teacher-leaders
Fundamental 5, WICOR, and District Instructional Framework:
1. Professional development for new teachers at the start of the year.
2. Feedback via District created Literacy and MTR walk-through tools.
3. Instructional coaching via Literacy Coach, District TOSAs, and Program Specialists.
4. Sharing of lesson strategies featuring elements of frameworks during Collaborative Planning and Professional Development meetings
5. Examples of best practices of frameworks through lesson demonstrations and teacher observation
6. Ongoing monitoring of frameworks through lesson plans, walk-throughs, and practice profile
Person Responsible Alyssa Mayer
Usage of Diagnostic and Formative Assessment Data:
1. Staff review of school data during Collaborative Planning.
2. Implementation of common progress monitoring assessments
3. Collective problem-solving through analysis of student data during Collaborative Planning
4. Quarterly data days to discuss trends in student learning and provide time for teacher collaboration

**Person Responsible:** Alyssa Mayer (mayera@citrusschools.org)

**By When:** Ongoing throughout the 2023-2024 school year

## #3. Instructional Practice specifically relating to Math

### Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Description:
A focus on student engagement through rigorous and relevant standards based instruction means that (1) lessons will 'start from the standard', (2) the Learning Target and Closing Task will partially or completely address the standard, (3) instructional delivery will be explicit in ensuring that students can explain lesson's purpose as it relates to the standard, and (4) content of the lesson will engage students by relating to their lives whenever possible.

Rationale:
As a result of an increased focused on rigorous and relevant standards aligned instruction, student engagement and achievement will increase.

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

With a continued focus on rigorous and relevant standards-aligned instruction, we plan to improve student learning within Math data components in which students performed at or below the district and/or state average in 2023.

Measurable outcomes include:
1. Increase Algebra 1 Proficiency Scores by 36% (Goal = 54%)
2. Increase Geometry Proficiency Scores by 19% (Goal = 49%)

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

The area of focus will be monitored with our District created Mathematical Thinking and Reasoning Standards (MTRs) Walkthrough Tool, designed to use when conducting informal observations in math classrooms. The tool will gather data reflective percentage of fidelity when looking at instructional practices. Additionally, school and district assessment data through progress monitoring assessments will be reviewed during collaborative planning meetings to identify areas for growth.

### Person responsible for monitoring outcome:
Alyssa Mayer (mayera@citrusschools.org)

### Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based strategies for strengthening rigorous and relevant standards aligned instruction include:
1. Implementation of standards-aligned digital resources (Savaas textbook, Edgenuity, Desmos, Progress Monitoring through Progress Learning, and IXL)
2. Implementation and continued Professional Development in new B.E.S.T. Standards
3. Continued implementation of Fundamental 5 and WICOR lesson frameworks
4. Collective problem-solving in Collaborative Planning groups through ongoing analysis of diagnostic and formative assessment data
5. Incoming freshmen who scored a Level 1 on their 8th grade FAST are placed in Algebra 1A to enhance their mathematics skills needed for Algebra 1.

### Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Savaas textbook, Edgenuity, Desmos, Progress Monitoring through Progress Learning, and IXL are effective academic programs as indicated by independent studies, evidence-based peer-reviews, product efficacy reports, and national survey data.
2. The Fundamental 5 and WICOR lesson frameworks feature evidence-based strategies, which capture key elements of the '5 Dimensions of Teaching and Learning' instructional rubric.
3. Adult learning principles emphasize self-direction and problem-solving. By centralizing diagnostic and formative assessment data in Collaborative Planning groups, teachers will be able to maintain focus on target standards, while engaging in ongoing collaboration and professional learning through collective problem-solving.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Standards-aligned Digital Resources (Savvas Realize, Progress Learning, Edgenuity, Desmos, and IXL):
1. Site-based and district training during pre-planning and throughout the year
2. Continued integration of digital resources in Canvas
3. Ongoing support provided by district Program Specialists, TOSAs, mentors, and teacher-leaders
Fundamental 5, WICOR, and District Instructional Framework:
1. Professional development for new teachers at the start of the year.
2. Feedback via District created MTR walk-through tools.
3. Instructional coaching via District Math TOSA.
4. Sharing of lesson strategies featuring elements of frameworks during Collaborative Planning and Professional Development meetings
5. Ongoing monitoring of frameworks through lesson plans, walk-throughs, and practice profile
Usage of Diagnostic and Formative Assessment Data:
1. Staff review of school data during Collaborative Planning.
2. Implementation of common progress monitoring assessments
3. Collective problem-solving through analysis of student data during Collaborative Planning

**Person Responsible:** Alyssa Mayer (mayera@citrusschools.org)

**By When:** Ongoing throughout the 2023-2024 school year

**#4. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Description:
A focus on student engagement through rigorous and relevant standards based instruction means that (1) lessons will 'start from the standard', (2) the Learning Target and Closing Task will partially or completely address the standard, (3) instructional delivery will be explicit in ensuring that students can explain lesson's purpose as it relates to the standard, and (4) content of the lesson will engage students by relating to their lives whenever possible.


Rationale:
As a result of an increased focused on rigorous and relevant standards aligned instruction student engagement and achievement will increase.

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

With a continued focus on rigorous and relevant standards-aligned instruction, we plan to improve student learning within ELA data components in which students performed at or below the district and/or state average in 2023.
Measurable outcomes include:
1. Increase 9th grade ELA Proficiency Scores by 9% (Goal = 48%)
2. Increase 10th grade ELA Proficiency Scores by 5% (Goal = 53%)

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

The area of focus will be monitored with our District created Literacy Walkthrough Tool, designed to use when conducting informal observations in all classrooms. The tool will gather data reflective percentage of fidelity when looking at instructional practices. Additionally, school and district assessment data through progress monitoring assessments will be reviewed during collaborative planning meetings to identify areas for growth.

**Person responsible for monitoring outcome:**

Mary Leonard (leonardm@citrusschools.org)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based strategies for strengthening rigorous and relevant standards aligned instruction include:
1. Implementation of standards-aligned digital resources (Savvas Realize textbooks and novels, Progress Monitoring, Edgenuity, Achieve3000, and Actively Learn)
2. Implementation and continued Professional Development in new B.E.S.T. Standards
3. Continued implementation of Fundamental 5 and WICOR lesson frameworks
4. Collective problem-solving in Collaborative Planning groups through ongoing analysis of diagnostic and formative assessment data
5. Students who scored a Level 2 on their FAST ELA assessment in Spring 2023 were placed in an intervention course called Gear Up so that they can work on the necessary skills needed to score a concordance score to meet the graduation requirement.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

1. Savvas Realize Textbooks and novels, Progress Learning, Edgenuity, Achieve3000, and Actively Learn are effective academic programs as indicated by independent studies, evidence-based peer-reviews, product efficacy reports, and national survey data.
2. The Fundamental 5 and WICOR lesson frameworks feature evidence-based strategies, which capture key elements of the District Instructional Framework tool.
3. Adult learning principles emphasize self-direction and problem-solving. By centralizing diagnostic and formative assessment data in Collaborative Planning groups, teachers will be able to maintain focus on target standards, while engaging in ongoing collaboration and professional learning through collective problem-solving.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Standards-aligned Digital Resources (Savvas Realize, Progress Learning, Edgenuity, Achieve3000, and Actively Learn):
1. Site-based and district training during pre-planning and the 2023-24 school year
2. Strategic goal setting with the CHS Literacy Team
Fundamental 5, WICOR, and Instructional Framework:
1. Professional Development for new teachers
2. Feedback via District created Literacy walk-through tools.
3. Instructional coaching via Literacy Coach, District TOSAs and Program Specialists
4. Sharing of lesson strategies featuring elements of frameworks during Collaborative Planning meetings
5. Ongoing monitoring of frameworks through lesson plans, and District created Literacy walk-through tool
Usage of Diagnostic and Formative Assessment Data:
1. Staff review of school data during Collaborative Planning
2. Implementation of common diagnostic and formative assessments (district and teacher created)
3. Collective problem-solving through analysis of student data during Collaborative Planning meetings
4. Quarterly data days to discuss trends in student learning and provide time for teacher collaboration

**Person Responsible:** Mary Leonard (leonardm@citrusschools.org)

**By When:** Ongoing throughout the 2023-2024 school year

**#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with Disabilities and Black/African-American Students:
Description:
In this area of focus, we will target specialized support for Students with Disabilities (SWD) and African-American students.

Rationale:
As indicated in our 2023 ESSA data, the Federal Index for each subgroup came in at 39% for SWD and 23% for African-American students - each below the 41% threshold, as identified by the US Department of Education.

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

In targeting support for SWD and African-American students, we hope to increase the Federal Index for each subgroup to 50%, resulting in an increase of 11% for SWD and an increase of 27% for African-American students.

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

1.Systematic identification of students and data tracking through our Collaborative Planning teams will allow for ongoing instructional adjustments
2. Review of schedules to ensure optimal student placement

**Person responsible for monitoring outcome:**

Kara Groom (groomk@citrusschools.org)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Clearly aligned system for identifying students in subgroups and tracking progress
2. Professional Development in differentiating and scaffolding instruction

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

1. Systematic identification of students and data tracking will allow for ongoing instructional adjustments
2. Professional Development in differentiated instruction will equip teachers with effective strategies for supporting SWD
3. Professional Development will equip teachers with guiding principles for incorporating culturally relevant content, which will provide students in subgroups with a deeper purpose for learning

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

1. Identification of students
2. Inclusion of accommodations for SWD students in lesson plans
3. Ongoing progress-monitoring assessments of all ESSA students.
4. Analyze data from ESSA students during Collaborative Planning and adjust instructional practices as needed.
5. Opportunities for additional instructional support (pull-outs, after school tutoring)

**Person Responsible:** Jason Cates (catesj@citrusschools.org)

**By When:** Ongoing throughout the 2023-2024 school year

## CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

After analyzing data, it was evident that our math achievement required additional focus. We purchased IXL licenses as a supplemental resource for our Geometry courses from our A+ fund. After school tutoring for at-risk students will be funded through Title IV and IAWA funds. Our School Advisory Council (SAC) will collaborate to determine funds to improve our school/culture initiative.