

Citrus County Schools

Citrus Springs Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	14
III. Planning for Improvement	19
IV. ATSI, TSI and CSI Resource Review	32
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	32
VII. Budget to Support Areas of Focus	0

Citrus Springs Middle School

150 W CITRUS SPRINGS BLVD, Citrus Springs, FL 34434

<https://csm.citruschools.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:

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

To provide a quality education through shared responsibility in a safe, supportive environment for all students.

Provide the school's vision statement.

Student success in a balanced learning environment.

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
Lulenski, Alycia	Assistant Principal	<p>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 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p>
Weed, John	Principal	<p>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. * 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 safe, caring, and enriching environment conducive to learning and student success. (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. * (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) Coordinate with the Food Service Director to oversee and supervise the school food service program. (24) Serve as a liaison</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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 and security of school property. * (31) Oversee the development of a master schedule 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' instructional program and services among school personnel. * (35) Provide leadership for the school improvement process 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 and accountability 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 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' performance. * (44) Manage and supervise the school' 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.</p>

Stringer, Amanda	Assistant Principal	<p>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</p>
------------------	---------------------	--

Name	Position Title	Job Duties and Responsibilities
		<p>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 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</p>

Name	Position Title	Job Duties and Responsibilities
Purinton, Stephenie	Staffing Specialist	<p>of time.* (42) Perform other incidental tasks consistent with the goals and objectives of this position.</p> <p>Serve as the designee for the Director of Exceptional Student Education for conferences, eligibility, IEP revision and placement meetings.* (2) Maintain current knowledge and interpretation of Citrus County Special Programs and procedures, best practices, and other local, state, and national rules, regulations, policies and procedures.* (3) Serve as case manager for conferences, staffings, IEP meetings, and other placement meetings; and maintains accurate legal records for compliance audits.* (4) Assist with coordinating the curriculum of Exceptional Student Education in the schools and interpreting students' needs for educational planning and placement.* (5) Maintain knowledge about strategies and interventions and make appropriate pre-referral recommendations.* (6) Provides in-service training for teachers and staff regarding ESE issues.* (7) Serve as a resource to administrators, counselors, and teachers regarding ESE issues.* (8) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (9) Perform other incidental tasks consistent with the goals and objectives of this position.*</p>

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.

The process to involve stakeholders begins with advertising the SIP planning meeting to our community. Traditionally this is done through schoolwide callouts, emails, social media. At the meeting, guests are introduced and then a review of school climate data, discipline data and academic is presented. The prior SIP is reviewed and the goals are discussed; were they met? were they realistic? why did it work? why didn't it work? Then SIP goals naturally rise to the top of conversations. The larger topics are gathered from the participants in a whole group session to review and prioritize. The top priorities are taken to a smaller group discussion with the core team to discuss to narrow the focus for the coming year.

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))

Weekly school leadership team meetings will include a review of academic, behavioral & climate data to assess progress toward goals. Weekly teacher PLC meetings will review classroom & school-wide data to assess progress toward goals.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	28%
2022-23 Economically Disadvantaged (FRL) Rate	97%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	5	3	4	12
One or more suspensions	0	0	0	0	0	0	3	63	76	142
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	40	76	72	188
Course failure in Math	0	0	0	0	0	0	1	27	12	40
Level 1 on statewide ELA assessment	0	0	0	0	0	0	73	78	70	221
Level 1 on statewide Math assessment	0	0	0	0	0	0	49	58	39	146
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	47	86	88	221
One or more suspensions	0	0	0	0	0	0	25	66	64	155
Course failure in ELA	0	0	0	0	0	0	15	31	49	95
Course failure in Math	0	0	0	0	0	0	39	38	14	91
Level 1 on statewide ELA assessment	0	0	0	0	0	0	56	65	79	200
Level 1 on statewide Math assessment	0	0	0	0	0	0	60	67	64	191
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	119	125	140	384

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	61	95	97	253

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	47	86	88	221
One or more suspensions	0	0	0	0	0	0	25	66	64	155
Course failure in ELA	0	0	0	0	0	0	15	31	49	95
Course failure in Math	0	0	0	0	0	0	39	38	14	91
Level 1 on statewide ELA assessment	0	0	0	0	0	0	56	65	79	200
Level 1 on statewide Math assessment	0	0	0	0	0	0	60	67	64	191
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	119	125	140	384

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	61	95	97	253

The number of students identified retained:

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

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*	52	48	49	50	46	50	55		
ELA Learning Gains				47			51		
ELA Lowest 25th Percentile				30			40		
Math Achievement*	56	53	56	50	30	36	56		
Math Learning Gains				51			50		
Math Lowest 25th Percentile				47			50		
Science Achievement*	47	43	49	50	48	53	52		
Social Studies Achievement*	66	63	68	68	47	58	74		
Middle School Acceleration	62	63	73	56	44	49	57		
Graduation Rate					42	49			
College and Career Acceleration					66	70			
ELP Progress		40	40		57	76			

* 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	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	283
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	449
Total Components for the Federal Index	9
Percent Tested	99
Graduation Rate	

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	28	Yes	3	2
ELL	60			
AMI				
ASN	73			
BLK	35	Yes	3	
HSP	55			
MUL	55			
PAC				
WHT	57			
FRL	48			

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	20	Yes	2	1
ELL	17	Yes	1	1
AMI				
ASN	55			
BLK	33	Yes	2	
HSP	43			

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%
MUL	61			
PAC				
WHT	52			
FRL	47			

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	52			56			47	66	62			
SWD	23			26			18	45			4	
ELL	50			63				67			3	
AMI												
ASN	64			82							2	
BLK	38			41			15	46			4	
HSP	54			59			45	67	50		5	
MUL	53			53			45	67			4	
PAC												
WHT	52			56			50	66	63		5	
FRL	46			48			36	57	51		5	

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	50	47	30	50	51	47	50	68	56			
SWD	14	19	14	19	29	25	16	23				
ELL	17	0		15	36							
AMI												
ASN	80			55	30							

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
BLK	29	43	33	23	34	40	14	50				
HSP	43	42	21	43	52	46	35	63	45			
MUL	61	55		54	50		57	75	73			
PAC												
WHT	51	48	32	54	54	46	55	70	56			
FRL	45	43	31	44	51	49	46	60	51			

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	55	51	40	56	50	50	52	74	57			
SWD	14	30	31	24	46	40	26	53				
ELL	27	40		45	55							
AMI												
ASN												
BLK	19	29	35	25	36	39	0					
HSP	43	46	48	47	44	39	36	72	47			
MUL	61	58		56	51		64					
PAC												
WHT	58	53	37	60	53	55	57	75	58			
FRL	50	50	40	48	48	52	46	70	49			

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
07	2023 - Spring	52%	45%	7%	47%	5%
08	2023 - Spring	51%	44%	7%	47%	4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	45%	45%	0%	47%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	47%	44%	3%	54%	-7%
07	2023 - Spring	57%	57%	0%	48%	9%
08	2023 - Spring	57%	47%	10%	55%	2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	45%	41%	4%	44%	1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	37%	54%	50%	41%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	38%	62%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	66%	62%	4%	66%	0%

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.

Both 6th grade ELA and Math were below 50% proficiency, ELA 45% and Math 47%. They entered 6th grade performing lower than other historical classes. There is also an increase in SWD and ESOL students that contributes to the percentages.

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

6th grade showed the most concerning data largely due to historical data and the inconsistencies of the data points.

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.

6th grade was below the state average by 2%, CSMS at 45% and State at 47%. 6th grade showed the most concerning data largely due to historical data and the inconsistencies of the data points. Traditionally the transition from 5th to 6th is a struggle academically.

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

8th grade Math increased the most, from 35% to 57%. Pre-Algebra teachers' instruction was standards-based and they taught to mastery before moving on to the next standard. We successfully hired a Title 1 Math Interventionist that met with teachers and students in small groups to support the math department. After school tutoring made a big impact with these students. The lower performing students were assigned a remedial math class to help close gaps. This was the first year of implementation for the acceleration plan where all students were challenged with an Advanced Math core class.

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

1. 221 students earned an achievement score level 1 on the ELA FAST.
2. 188 students earned a failing grade in their ELA course.

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

1. Improve the school culture and climate
2. Improve tier I instructional practices
3. Maintain acceleration plan
4. Increase performance for BQ, SWD, and AA

Area of Focus

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

#1. 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.

Percent of students proficient (achievement level 3+) in ELA as measured by FAST is 45% of rising 7th grade students and 52% of rising 8th grade students. This data reflects that roughly half of our student body is not proficient in reading and language skills, which suggests a need for tier I intervention.

Measurable Outcome:

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

100% of students will increase FAST ELA scale score by nine points from PM 1 to PM 3.

Monitoring:

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

- School-wide review ELA data for PM 1, PM 2 & PM 3 at data days following the conclusion of the testing window
- Bi-weekly review of school-wide ELA programs at leadership meetings to assess progress toward goals
- Weekly review of school-wide ELA program data & classroom data at PLC meetings

Person responsible for monitoring outcome:

Alycia Lulenski (lulenskia@citruschools.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.)

Tier I: Increase rigor in ELA classes through the use of explicit vocabulary instruction and daily practice with purposeful academic writing. Increase student accountability and provide immediate feedback through assessment prompts (Learning-Focused strategy) embedded into each lesson, including the use of distributed summarizing and collaborative pairs.

Tier II: Daily direct instruction on fluency, vocabulary and comprehension with iReady and Achieve3000. Instruction on improving personal habits including self-monitoring, metacognition, and questioning.

Tier III: Daily direct instruction on phonics, fluency and vocabulary with iReady. Model fluent reading weekly.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Effect size of higher order thinking (increased rigor) is 1.61; distributed summarizing is 1.0; collaborative pairs is 0.92; vocabulary instruction is 0.85; and writing to raise achievement is 0.82

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.

State and local assessment data will be used to identify students requiring intensive instruction in Reading and ELA. We will develop a pathway to success for Intensive Reading courses to increase consistency in supports provided to students with identified deficits.

Person Responsible: Alycia Lulenski (lulenskia@citruschools.org)

By When: Data will be reviewed as it is collected. FAST PM will be reviewed immediately after it is received during weekly PLC meetings. Other formative assessment data will be reviewed frequently.

#2. 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.

Percent of students proficient (achievement level 3+) in Math as measured by FAST is 48% of rising 7th grade students and 58% of rising 8th grade students. This data reflects that roughly half of our student body is not proficient in mathematics, which suggests a need for tier I intervention.

Measurable Outcome:

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

100% of students will increase FAST Math scale score by nine points from PM 1 to PM 3.

Monitoring:

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

- School-wide review math data for PM 1, PM 2 & PM 3 at data days following the conclusion of the testing window
- Bi-weekly review of school-wide math programs at leadership meetings to assess progress toward goals
- Weekly review of school-wide math program data & classroom data at PLC meetings

Person responsible for monitoring outcome:

Amanda Stringer (stringera@citruschools.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.)

Tier I: Increase rigor in math classes through the use of explicit vocabulary instruction and daily practice with purposeful academic writing. Increase student accountability and provide immediate feedback through assessment prompts (Learning-Focused strategy) embedded into each lesson, including the use of distributed summarizing and collaborative pairs.

Tier II: Daily direct instruction on math skills with iReady.

Tier III: Daily direct instruction on math skills with iReady. Frequent small group instruction provided by Math Interventionist.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Effect size of higher order thinking (increased rigor) is 1.61; distributed summarizing is 1.0; collaborative pairs is 0.92; vocabulary instruction is 0.85; and writing to raise achievement is 0.82; small group instruction is 0.47

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.

State and local assessment data will be used to identify students requiring intensive instruction in Math. We will develop a pathway for success for remedial math course as well as increase small group

instruction with the Interventionist to increase consistency in supports provided to students with identified deficits.

Person Responsible: Amanda Stringer (stringera@citruschools.org)

By When: This will be done multiple times a year but more specifically we will review FAST PM data as well as iReady data weekly and monthly.

Teachers will participate in weekly Professional Development and PLC meetings following the Cycle for Professional Learning.

Person Responsible: John Weed (weedj@citruschools.org)

By When: These meetings happen weekly, on Wednesdays during planning periods, in the Instructional Resource Room.

Administration will participate in frequent classroom walkthroughs to monitor the implementation of high yield instructional practices.

Person Responsible: John Weed (weedj@citruschools.org)

By When: On going throughout the year.

Rather than the traditional inclusion model we have previously implemented, schedules for ESE teachers will be restructured to develop a learning lab where accommodations for SWDs will be provided and assessment toward students' goals will be evaluated.

Person Responsible: Stephenie Purinton (purintons@citruschools.org)

By When: On going throughout the year.

The Title 1 Math Interventionist will pull weekly small groups with Level 2 and Level 3 students on the cusp of the next Level. These groups will focus on specific foundational mathematic skills that students have a deficit in.

Person Responsible: Amanda Stringer (stringera@citruschools.org)

By When: On going throughout the year.

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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.

Our school climate survey data indicated that teachers feel as though our school culture is lacking respect among students and professionals and that school discipline is not consistently appropriate and fair.

Measurable Outcome:

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

Our performance on the school climate survey questions pertaining to respect and consistent discipline will increase from 40% (respect) to 60%. Our performance on survey questions pertaining to consistent discipline will increase from 67% to 80%.

Monitoring:

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

Informal data on teachers' opinions about school culture will be collected through meetings with administration (mid-year meeting, Falcon Focus Meetings) and formal data will be collected through the end of year climate survey.

Person responsible for monitoring outcome:

John Weed (weedj@citruschools.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.)

Increasing teacher satisfaction by creating a culture of respect and discipline. Respect is being supported through a robust PBIS program, and the assignment of fair and consistent discipline. Teacher retention is being supported by assigning mentors to new teachers and having monthly TIP meetings to meet the needs of new teachers.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Decreasing teacher turn-over and increasing teacher satisfaction as well as improving student behavior inside and outside of the classroom are evidence-based strategies according to School Climate Improvement Resource Package (SCIRP) provided by the U.S. Department of Education with the support of the National Center on Safe Supportive Learning Environments.

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 2 - Moderate 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.

Implement Teacher Induction Program with fidelity.

Person Responsible: Amanda Stringer (stringera@citruschools.org)

By When: Ongoing, beginning in June and concluding in May.

Prescribe fair and consistent discipline when misbehavior arises.

Person Responsible: John Weed (weedj@citruschools.org)

By When: As needed, ongoing.

Behavior specialist will provide targeted instruction and interventions for students under-performing with regard to behavior. Behavior specialist will develop check-in, check-out system and incentive program for students of highest need.

Person Responsible: John Weed (weedj@citruschools.org)

By When: As needed, ongoing.

Recognize and reinforce positive, respectful choices through PBIS Rewards system and positive referrals.

Person Responsible: Alycia Lulenski (lulenskia@citruschools.org)

By When: As needed, ongoing.

#4. ESSA Subgroup specifically relating to Black/African-American**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.

Data from the 2021-2022 school year suggests that although our Black/African-American students' performance has generally increased, they are still performing lower than the student body overall.

Measurable Outcome:

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

The performance of our Black/African-American students, who account for 5% of our total student body, will increase to the level of the overall student body.

Monitoring:

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

Classroom data (teacher-created assessments and iReady) and FAST testing data will be disaggregated to look for discrepancies between Black/African-American students and the general student.

Person responsible for monitoring outcome:

John Weed (weedj@citruschools.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.)

- Development of teacher-student relationships
- Use of formative assessment
- High expectations

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to a research review conducted by the Regional Educational Laboratory Midwest, strong teacher-student relationships, formative assessments, and high expectations have promising evidence in support of closing the performance gap of Black/African-American students.

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 3 - Promising 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.

Professional Development for teachers on varieties of formative assessment and interpreting data from formative assessments.

Person Responsible: Alycia Lulenski (lulenskia@citruschools.org)

By When: August 2023 and revisited in January 2024

Changes to school culture including:

- increased student accountability through the implementation of a weekly Critical Thinking course. During Critical Thinking students will reflect on their current grades and set goals for the following week. Class

sizes are capped at 18 for Critical Thinking so that teachers will have a better opportunity to know those students well and build stronger relationships.

- implementation of a school motto of "dig deep" to encourage all students to aim higher and work hard.

Person Responsible: John Weed (weedj@citruschools.org)

By When: Starting August 2023 - ending May 2024

#5. ESSA Subgroup specifically relating to Students with Disabilities**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.

Data from the 2021-2022 school year suggests that our students with disabilities performed lower than their non-disabled peers.

Measurable Outcome:

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

The performance of our students with disabilities, which account for 13% of our student population, will increase to the level of the overall student body.

Monitoring:

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

Classroom data (teacher-created assessments and iReady) and FAST testing data will be disaggregated to look for discrepancies between SWD and the general student.

Person responsible for monitoring outcome:

Stephenie Purinton (purintons@citruschools.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.)

- Explicit instruction
- Differentiated instruction
- PBIS

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Literature by the Florida Inclusion Network states that explicit instruction, differentiated instruction and PBIS models are more likely to show positive outcomes for all students including the SWD subgroup & students on access points. Differentiated instruction, specifically, is flexible and takes each students' unique learning traits into consideration.

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 2 - Moderate 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.

Professional development on Learning Focused strategies that support explicit instruction and differentiation strategies will be provided at monthly staff meetings. Progress with implementation of these strategies will be monitored during weekly PLC meetings.

Person Responsible: Stephenie Purinton (purintons@citruschools.org)

By When: Weekly & monthly beginning in August 2023 - May 2024

Differentiated instruction will be supported by the use of the inclusion model and the learning lab depending on students' specific needs.

Person Responsible: Stephenie Purinton (purintons@citruschools.org)

By When: Ongoing beginning August 10, 2023

Positive Behavioral Interventions and Supports will be used to incentivize progress toward students' individual goals.

Person Responsible: Alycia Lulenski (lulenskia@citruschools.org)

By When: Ongoing beginning August 10, 2023

#6. ESSA Subgroup specifically relating to English Language Learners**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.

Data from the 2021-2022 school year suggests English Language Learners (ELLs) are performing lower than the general student population.

Measurable Outcome:

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

The performance of our ELLs, which account for 3% of our student population, will increase to the level of the overall student body.

Monitoring:

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

Classroom data (teacher-created assessments and iReady) and FAST testing data will be disaggregated to look for discrepancies between ELLs and their native English-speaking peers.

Person responsible for monitoring outcome:

Alycia Lulenski (lulenskia@citruschools.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.)

- Direct, explicit vocabulary instruction across all content areas
- Small-group explicit interventions for tier II and tier III

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to the University of Florida's CEEDAR center, explicit vocabulary instruction in all content areas and small group interventions for tier II and tier III learners are effective practices and strategies for academic instruction of ELLs.

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 3 - Promising 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.

Professional Development for teachers on Learning Focused vocabulary techniques, to include: direct instruction on identified vocabulary terms, how to select vocabulary terms, the appropriate rate for sharing new words, and word mapping.

Person Responsible: Alycia Lulenski (lulenskia@citruschools.org)

By When: August 2023

Enroll ELLs in Reading and Math courses to provide tier II and tier III instruction as needed. Provided professional development to teachers on small group instruction models.

Person Responsible: Teresa Pettit (pettitt@citruschools.org)

By When: Ongoing, beginning in July 2023 (scheduling) and August 2023 (professional development)

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)).

The Title I budget is used to pay for a math interventionist, Mr. Samler, as well as hours for 2 paraprofessionals, Mrs. Dupler and Mrs. Garnett. The interventionist pulls SWD, AA and ELL students along with other peers in small group settings to support closing their academic gaps. These students are also supported in their intensive classes with additional staff to support struggling SWD, AA and ELL students. One of the paraprofessionals supports a computer lab that many SWD, AA and ELL students utilize each day to work on reinforcing concepts and foundational skills. Title I funds were also allocated for professional development and summer planning time for teachers.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP will be shared with parents at School Advisory Council meetings. It's available for reference on our school's website: csm.citruschools.org.

Progress toward SIP goals will be shared with families at SAC meetings and with staff at PLC and staff meetings.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We will host community events such as "Dads, Dogs & Dodgeball." Additionally there will be 2 family events scheduled over the course of the school year that will focus on SIP goals and a review of instruction in core classes.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We will strengthen our academic program by focusing professional development on high yield instructional best practices. We will select strategies to share with our staff based on their research-base and effect size. Teachers will build a partnership of professional collaboration through weekly PLC meetings, which will be lead by instructional coaches, school & district leaders and program representatives. Administrators will routinely visit classrooms and provide feedback to teachers for the purpose of improving tier 1 instruction.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A