Citrus Ridge A Civics Academy School

2023-24

Schoolwide Improvement Plan (SIP)

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Citrus Ridge A Civics Academy

1775 SAND MINE RD, Davenport, FL 33897

http://citrusridge.polk-fl.net

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.

Citrus Ridge is committed to engaging and developing Pioneers in a supportive environment designed with a focus on:
Community
Inclusion
Variety
Innovation
Collaboration
Success

Provide the school's vision statement.

The vision of Citrus Ridge is to develop productive citizens for an ever-changing global society.

School Leadership Team, 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
Leatherwood, Nikeshia	Principal	The principal serves as the leader of instructional practice specifically related to standards-based instruction and serving the needs of the whole child through leverage of a multi-tired system of supports (MTSS) framework. The principal facilitates standards-based instruction by setting clear goals, managing resources, monitoring planning, providing professional development opportunities and instruction, and regularly supporting and evaluating teachers to promote student growth and learning.
Williams, Diameshia	Assistant Principal	The assistant principal serves as an instructional leader as specifically related to standards-based instruction and serving the needs of the whole child through leverage of a multi-tired system of supports (MTSS) framework. Assistant principals achieve these objectives through setting clear goals, managing resources, monitoring planning, providing professional development and instruction, and regularly supporting and evaluating teachers to promote student growth and learning.
Powers, Heather	Assistant Principal	The assistant principal serves as an instructional leader as specifically related to standards-based instruction and serving the needs of the whole child through leverage of a multi-tired system of supports (MTSS) framework. Assistant principals achieve these objectives through setting clear goals, managing resources, monitoring planning, providing professional development and instruction, and regularly supporting and evaluating teachers to promote student growth and learning.
Gresh, Chad	Dean	The dean will assist with implementation of individual, class and schoolwide behavior interventions; deliver appropriate teacher-to-teacher professional learning and support, resulting in improved effectiveness of classroom instructional practices, increased learning time for students and enhanced student achievement. Administrative support staff will also assist administrators in shared decision-making to govern the school.
Echevarria, Martha	Reading Coach	Instructional coaches help maintain focus on learning and continuous improvement through data analysis. This data guides the work of collaborative teams and professional learning communities. Instructional coaches also support and monitor the work of collaborative teams and serve as the stewards of the school's mission, vision, and core values. Instructional coaches monitor achievement and climate and satisfaction data to ensure that the learning environment is producing results consistent with the school's stated goals. Instructional coaches also identify gaps in performance or processes and plan for their improvement, aligning the school's work with the district's improvement goals. Instructional coaches are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. They will also work with small groups of students to improve upon areas in which students are not meeting projected growth based on progress monitoring data.

Name	Position Title	Job Duties and Responsibilities
	Reading Coach	Instructional coaches help maintain focus on learning and continuous improvement through data analysis. This data guides the work of collaborative teams and professional learning communities. Instructional coaches also support and monitor the work of collaborative teams and serve as the stewards of the school's mission, vision, and core values. Instructional coaches monitor achievement and climate and satisfaction data to ensure that the learning environment is producing results consistent with the school's stated goals. Instructional coaches also identify gaps in performance or processes and plan for their improvement, aligning the school's work with the district's improvement goals. Instructional coaches are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. They will also work with small groups of students to improve upon areas in which students are not meeting projected growth based on progress monitoring data.
Schoonover, Karen	Science Coach	Instructional coaches help maintain focus on learning and continuous improvement through data analysis. This data guides the work of collaborative teams and professional learning communities. Instructional coaches also support and monitor the work of collaborative teams and serve as the stewards of the school's mission, vision, and core values. Instructional coaches monitor achievement and climate and satisfaction data to ensure that the learning environment is producing results consistent with the school's stated goals. Instructional coaches also identify gaps in performance or processes and plan for their improvement, aligning the school's work with the district's improvement goals. Instructional coaches are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. They will also work with small groups of students to improve upon areas in which students are not meeting projected growth based on progress monitoring data.
Padron, Beronica	Instructional Coach	Instructional coaches help maintain focus on learning and continuous improvement through data analysis. This data guides the work of collaborative teams and professional learning communities. Instructional coaches also support and monitor the work of collaborative teams and serve as the stewards of the school's mission, vision, and core values. Instructional coaches monitor achievement and climate and satisfaction data to ensure that the learning environment is producing results consistent with the school's stated goals. Instructional coaches also identify gaps in performance or processes and plan for their improvement, aligning the school's work with the district's improvement goals. Instructional coaches are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. They will also work with small groups of students to improve upon areas in which students are not meeting projected growth based on progress monitoring data.

Name	Position Title	Job Duties and Responsibilities
Evans, Joseph	Graduation Coach	The Student Success Coach develops and implements individual intervention strategies and promotion requirements to increase the likelihood that identified students will stay in school and graduate on time. The student success coach also tracks the progress of individual and subpopulations (ESSA subgroups) of students as they progress towards graduation, communicates regularly with families of students identified as being at risk of retention or failure to achieve adequate progress, develop partnerships with high schools, community colleges and other organizations to support the District Strategic Plan and identified promotion goals. The student success coach also conducts and analyzes on-going formative and summative evaluation data review of students by cohort, provides and/or submits activity reports as scheduled and requested.
Gomez, Lea	ELL Compliance Specialist	The ESOL Compliance Manager monitors ESOL teachers and paraprofessionals as they monitor service goals and evaluate students for services.
Jimenez, Keysha	Teacher, ESE	The LEA monitors inclusion teachers as they monitor IEP goals certain disputes, document IEP implementation, evaluate students for services, and understand the key rules in the disciplinary process for students with disabilities, and monitors inclusion teachers as they monitor IEP goals.
Jimmerson, Saundra	Instructional Media	The media specialist plans and implements a library media program, which aligns to the mission and vision of the school and district; providing equal access to all students, creates and maintains a library media center that is organized, welcoming, and conducive to learning, delivers library media services by providing resources and instruction for students and teachers to become independent users of information, plans, prepares, and provides instruction in the skills necessary to access, evaluate, analyze, and organize information in all formats to ensure optimal student achievement. Implements large group, small group, and individual settings; plans, prepares, and provides literature activities to promote a love of reading and lifelong learning for students; uses, models, and assists users with instructional applications and use of technology for academic learning.
Seay, Anthony	Instructional Technology	The network manager position exists to coordinate the installation and management of instructional and non-instructional school microcomputer networks; acquires and update skills as necessary for effective network management; install, troubleshoot, and maintain hardware and software and train users in applications on the network, and coordinate activities of outside vendors, consultants and trainers.
Godfrey, Victoria	School Counselor	The school counselor will aligns work objectives with school and district's mission to support the academic achievement of all students, ensuring

Name	Position Title	Job Duties and Responsibilities
		equity and access to all. The school counselor implements federal, state and local mandates; facilitates the successful transition and progression of students throughout the system; develops and maintains a written plan for effective delivery of the school counseling program, communicating the goals to educational stakeholders. Direct services address guidance curriculum, individual student planning, and preventive and responsive services. The counselor works with students individually and in groups and provides consultation to teachers and other school personnel regarding students and makes referrals as appropriate. School counselors also provide support and interventions for students' social emotional needs and manage the MTSS process by providing a systemic process of monitoring student progression. School counselors also manage teachers' data collection process and reporting, communicating to the leadership team when academic, behavioral or social-emotional decisions should be made for specific students. Counselors share findings and discussions from MTSS team data and decision making.
Ebanks, Candace	School Counselor	The school counselor will aligns work objectives with school and district's mission to support the academic achievement of all students, ensuring equity and access to all. The school counselor implements federal, state and local mandates; facilitates the successful transition and progression of students throughout the system; develops and maintains a written plan for effective delivery of the school counseling program, communicating the goals to educational stakeholders. Direct services address guidance curriculum, individual student planning, and preventive and responsive services. The counselor works with students individually and in groups and provides consultation to teachers and other school personnel regarding students and makes referrals as appropriate. School counselors also provide support and interventions for students' social emotional needs and manage the MTSS process by providing a systemic process of monitoring student progression. School counselors also manage teachers' data collection process and reporting, communicating to the leadership team when academic, behavioral or social-emotional decisions should be made for specific students. Counselors share findings and discussions from MTSS team data and decision making.
Ortiz, Joshua	Dean	The dean will assist with implementation of individual, class and schoolwide behavior interventions; deliver appropriate teacher-to-teacher professional learning and support, resulting in improved effectiveness of classroom instructional practices, increased learning time for students and enhanced student achievement. Administrative support staff will also assist administrators in shared decision-making to govern the school.

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 School Improvement Plan is shared with the SAC and community leaders during each meeting. The goals are referenced and noted in all agendas. Stakeholders are asked to give feedback on current goals as well as goals they feel would be beneficial to the school as a whole.

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 through weekly fidelity checks. The principal has established a timeline and communicated it with all members of the staff. Data is shared in a transparent fashion for staff and students. Each goal has identified criteria that will be monitored in order to see the goal come to fruition.

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)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	78%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
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: C

	2018-19: C
	2017-18: C
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	39	54	38	44	47	50	53	81	86	492
One or more suspensions	2	1	6	6	8	10	92	85	132	342
Course failure in English Language Arts (ELA)	0	3	1	45	13	4	96	96	117	375
Course failure in Math	0	3	1	14	12	4	98	104	111	347
Level 1 on statewide ELA assessment	0	0	0	120	37	51	178	196	185	767
Level 1 on statewide Math assessment	0	0	0	103	36	53	175	156	153	676
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	

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	1	3	3	22	30	52	113	126	132	482

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	11	0	0	0	0	3	14
Students retained two or more times	0	0	0	0	0	0	0	0	1	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	54	52	40	68	47	61	55	73	86	536
One or more suspensions	1	5	5	8	7	21	74	67	70	258
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	39	36	49	138	116	138	516
Level 1 on statewide Math assessment	0	0	0	43	40	61	154	119	114	531
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	29	34	51	49	24	34	57	28	34	340

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	13	21	26	25	37	65	132	139	144	602

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

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	54	52	40	68	47	61	55	73	86	536
One or more suspensions	1	5	5	8	7	21	74	67	70	258
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	39	36	49	138	116	138	516
Level 1 on statewide Math assessment	0	0	0	43	40	61	154	119	114	531
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	29	34	51	49	24	34	57	28	34	340

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	13	21	26	25	37	65	132	139	144	602

The number of students identified retained:

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

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*	35	48	53	38	51	55	38		
ELA Learning Gains				45			46		
ELA Lowest 25th Percentile				30			40		
Math Achievement*	40	49	55	38	37	42	36		
Math Learning Gains				53			38		
Math Lowest 25th Percentile				46			40		
Science Achievement*	31	47	52	28	48	54	30		
Social Studies Achievement*	70	68	68	77	53	59	53		
Middle School Acceleration	84	61	70	66	43	51	64		
Graduation Rate		54	74		46	50			
College and Career Acceleration		39	53		71	70			
ELP Progress	45	50	55	51	55	70	53		

* 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	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	346
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	472
Total Components for the Federal Index	10
Percent Tested	98
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	23	Yes	4	1
ELL	39	Yes	1	
AMI				
ASN	57			
BLK	49			
HSP	46			
MUL	34	Yes	1	
PAC				
WHT	61			

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%
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	32	Yes	3	
ELL	42			
AMI				
ASN	50			
BLK	44			
HSP	45			
MUL	49			
PAC				
WHT	51			
FRL	45			

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	35			40			31	70	84			45
SWD	18			19			19	43			6	20
ELL	24			28			21	58	86		7	45
AMI												
ASN	40			73							2	
BLK	36			33			33	70	75		5	
HSP	31			34			21	66	84		7	45
MUL	29			38							2	

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
PAC												
WHT	46			56			50	80	84		6	
FRL	33			36			30	73	83		7	38

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	38	45	30	38	53	46	28	77	66			51
SWD	20	33	19	22	40	29	19	66				36
ELL	26	39	25	27	50	47	24	62	67			51
AMI												
ASN	38			62								
BLK	29	47	42	29	46	25	20	89	73			
HSP	35	42	27	35	54	48	24	72	67			48
MUL	38	58		29	72							
PAC												
WHT	53	50	28	52	53	45	41	81	60			
FRL	34	43	29	34	51	47	23	74	66			44

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	38	46	40	36	38	40	30	53	64			53
SWD	14	33	32	16	32	33	8	21				45
ELL	26	43	45	27	35	34	16	45	60			53
AMI												
ASN												
BLK	34	43	46	34	39	54	24	58	64			36
HSP	35	45	39	32	37	37	28	49	63			54
MUL	38	33		21	27							
PAC												
WHT	51	55	42	51	44	48	41	63	64			
FRL	35	42	38	33	37	37	28	45	62			45

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
05	2023 - Spring	35%	43%	-8%	54%	-19%
07	2023 - Spring	25%	36%	-11%	47%	-22%
08	2023 - Spring	36%	39%	-3%	47%	-11%
04	2023 - Spring	46%	53%	-7%	58%	-12%
06	2023 - Spring	28%	35%	-7%	47%	-19%
03	2023 - Spring	39%	42%	-3%	50%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	24%	38%	-14%	54%	-30%
07	2023 - Spring	27%	35%	-8%	48%	-21%
03	2023 - Spring	57%	51%	6%	59%	-2%
04	2023 - Spring	49%	56%	-7%	61%	-12%
08	2023 - Spring	37%	42%	-5%	55%	-18%
05	2023 - Spring	34%	44%	-10%	55%	-21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	29%	33%	-4%	44%	-15%
05	2023 - Spring	24%	39%	-15%	51%	-27%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	89%	37%	52%	50%	39%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	37%	63%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	65%	-1%	66%	-2%

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.

Science, specifically 8th grade science; instruction not benchmark-aligned; assessments not aligned to level of proficiency of state assessment; poor reading ability

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

reading achievement declined 3%; instruction and assessment requires more alignment to benchmarks and students need to engage with the benchmarks; formative assessments need to be implemented so that instruction can be adjusted in real time as needed

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.

not available

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

acceleration data (scheduling changes - double-block grade 8 level 3 students with a Math Research class)

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

Potential areas of concern are that more than half of students scored achievement level 1 in both reading and math.

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

1. Instructional Practice specifically relating to benchmark-aligned instruction
2. Instructional Practice specifically relating to intervention

3. ESSA Subgroup specifically relating to students with disabilities
4. Reading Achievement Initiative for Scholastic Excellence (RAISE)
5. Instructional Practice specifically relating to Science
6. Positive Culture and Environment specifically relating to Teacher Attendance

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 Benchmark-aligned Instruction

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.

Based on our classroom walkthrough trend data in the 2022-23 school year, of the 181 walkthroughs recorded, only 15% of the formative and summative assessments used were aligned to the level of proficiency of the state assessment. In addition, in less than 1/3 (29%) of the classrooms did the students actually engage with the standards and benchmarks themselves to guide their own learning. Research has consistently demonstrated that engaging students in the learning process by making them aware of learning goals, monitoring their progress, etc. increases their attention and focus and motivates them to engage in higher-level critical thinking. John Hattie writes in Visible Learning that one of the six signposts toward excellence in education is teachers AND students knowing the learning intentions and criteria for student success for lessons, and to know how well they are attaining these criteria and where to go next. "When learning goals are made transparent at the start of the lesson, students have higher confidence that they can attain them," (Hattie, 2012). As a result, student proficiency will increase on state assessments.

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

Goal:
Citrus Ridge: A Civics Academy teachers and students will build and maintain structures for visible learning, ensuring clear identification of the attributes that make a visible difference to student learning.

Targets:
Students will engage with the benchmarks and standards in 75% or more of lessons based on classroom walkthrough data.

90% of summative assessments given will align to the level of proficiency of the state assessment.

FAST and BEST EOC data will reflect a minimum of 54% proficiency in all content areas by the end of the year,

Strategy:
Identify, implement, and provide support for instructional, tools, strategies and techniques that clearly communicate learning objectives to students, focus on students' cognitive engagement with benchmarks and standards, and focus on gathering formative and summative assessment data that allows for the provision of timely, appropriate, specific and actionable feedback to help students successfully meet learning objectives.

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

Weekly review of classroom walkthrough trend data to provide support and feedback to coaches and teachers as they are preparing for instruction that engages students with the benchmarks.

Monthly review of classroom walkthrough trend data to provide support and feedback to coaches and teachers so that they can adjust formative ad summative assessment as needed.

Instructional coaches will facilitate common planning to support the development of explicit and intentional

formative and summative assessments FIRST that are aligned to the level of proficiency of the state assessment.

The leadership team will complete a minimum of 6 classroom walkthroughs per week and meet weekly to review trends and adjust support as needed.

Person responsible for monitoring outcome:

Nikeshia Leatherwood (nikeshia.leatherwood@polk-fl.net)

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.)

Self-regulation

Strategy teaching

Backward design

Providing formative assessment aligned to benchmarks

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

Self-regulation is the mind's ability to become conscious of and so take control of its own processes (metacognition) and has a 0.45 effect size according to Joh Hattie's Visible Learning.

Strategy teaching is how self-regulation is taught. Students learn when and how to apply a strategy and evaluating how effective the strategy has been for improving learning. Strategy teaching also has a 0.45 effect size according to John Hattie's Visible Learning.

Backward design is moving from the anticipated outcomes and success criteria back to the learning intentions/objectives, THEN to the activities and resources needed to attain the success criteria. Backwards design allows for improvisation and change during teaching without changing the criteria for success (Wiggins & McTighe, 2005).

Providing formative assessment aligned to benchmarks (0.90 effect size)

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.

School-based leadership team will create a calibration walk calendar.

Fidelity Measure: complete items as calendared

Person Responsible: Nikeshia Leatherwood (nikeshia.leatherwood@polk-fl.net)

By When: By August 3, 2023

Staff development in calibration walks, aligned assessments and student engagement regarding standards, benchmarks, and objectives.

Fidelity Measure: Professional learning agendas and sign-in sheets

Person Responsible: Nikeshia Leatherwood (nikeshia.leatherwood@polk-fl.net)

By When: preplanning and staff development days

Conduct calibration walks with the SBLT until 85-100% calibration is reached consistently.

Fidelity Measure: walkthroughs as calendared

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

By When: weekly

Instructional coaches facilitate weekly grade-level planning with a focus on aligned assessments (formative and summative) and student engagement with benchmarks and objectives

Fidelity Measure: completed assessments and collaborative planning documents

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

By When: weekly

data analysis of monthly assessments and progress monitoring data for student growth

Fidelity Measure: data meetings as calendared and sign-in sheets

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

By When: monthly

Create a school calendar that includes assessment dates, professional learning sessions and data/leadership team meetings

Fidelity Measure: calendar

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

By When: by August 1, 2023

Monitor student interaction with benchmarks and objectives

Fidelity Measure: coaches' review of walkthrough data and report to leadership team

Person Responsible: Karen Schoonover (karen.schoonover@polk-fl.net)

By When: weekly

#2. Instructional Practice specifically relating to Intervention

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.

Based on FAST Progress Monitoring data, less than half of our overall student population (35%) is proficient reading and only 43% of students are proficient in grade-level math skills. Reading proficiency is extremely important because data shows that 90% of students who fail to earn a high school diploma were struggling readers in 3rd grade. Generally, any student not reading proficiently in 3rd grade is four times more likely to drop out or not graduate from high school. African American and Hispanic students not reading proficiently in 3rd grade are SIX times more likely to drop out or fail to graduate from high school and low-income minority students not reading proficiently in 3rd grade are EIGHT times more likely to drop out or not graduate from high school. Our school is 80%+ free and reduced lunch and almost 70% of our student population is Hispanic. It is imperative that we provide reading interventions to give our students better chances at graduating from high school and having better post-secondary opportunities.

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

Goal:
Citrus Ridge: A Civics Academy will provide students performing below grade level expectations with interventions and instructional strategies through targeted small-group instruction that provides a foundation of equity across all literacy practices, ensuring opportunities and access for every learner every day.

Target(s):
100% of students scheduled into corrective reading for a full school year will demonstrate at least one grade level of growth.

Strategy: corrective reading through direct and explicit instruction

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

weekly monitoring of corrective reading fidelity measurements and reading data to provide support and feedback to teachers

Person responsible for monitoring outcome:

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

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.)

Corrective Reading is a literacy program designed to improve decoding, fluency, and comprehension skills for students in 3rd grade or higher who are reading below their grade level. It is to be implemented in small groups for 45 minutes 4-5 times a week. Assessments determine the level at which each student is initially placed. Students are expected to complete all lessons within a level before advancing to the next level. All lessons involve a scripted, direct instructional approach to implement the series of targeted exercises. The decoding component has four levels containing between 65 and 125 lessons each. The comprehension component consists of four levels with between 65 and 140 lessons.

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

district-provided intervention to improve reading achievement

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.

Designated teachers and administrative team will receive training and resources to implement corrective reading.
Fidelity Measure: training logs and resources

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

By When: August 4, 2023

2. Weekly monitoring of corrective reading implementation using corrective reading fidelity observation form
Fidelity Measure: Fidelity ratings with at least 75% of the total possible points for the appropriate level

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

By When: weekly

#3. Positive Culture and Environment specifically relating to Early Warning System

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.

According to attendance data, more than 1/3 of our students (492) were absent for 18 or more days throughout the 2022-23 school year, for a combined total of 28,410 absences.

According to Aesop, our staff absence management system, instructional staff missed a total of 2,542 days of school. On average, this is 12 absences per staff member for a staff of 213.

Student attendance is strongly correlated with achievement. A recent study found that absenteeism in kindergarten was associated with negative first grade outcomes, such as greater absenteeism in subsequent years and lower achievement in math and reading (National Center for Educational Statistics, 2009). Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors, including high levels of absenteeism throughout their childhood. By ninth grade, attendance was shown to be a key indicator significantly correlated with high school graduation.

High teacher absenteeism also has important consequences for students. Chronically absent teachers can cause their classes to stagnate and compel colleagues to work harder to pick up the slack. Data shows that teacher attendance impacts a range of outcomes, including student absences, suspension rates, noncognitive skills, and even college attendance (NCES, 2009).

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

Goal:
Citrus Ridge: A Civics Academy will enhance student outcomes and engage family and community by promoting and supporting consistent positive attendance.

Targets:
95% of students will have 95% positive attendance (10 absences or fewer) during the 2023-24 school year.

95% of staff will have 95% positive attendance (10 absences or fewer) during the 2023-24 school year.

Strategy:
Celebrate and publicize Attendance Awareness Month in September
Social media "Strive for Five" attendance campaign
Business and community partnerships to help promote positive attendance
Visible attendance data tracking and competition by House
Individual attendance certificates monthly (ribbons, pencils, etc.)

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

Monthly review of individual student attendance data to reward those with perfect attendance

Monthly review of student House attendance data to reward the House with the most days attended

Monthly review of individual staff attendance data to reward those with perfect attendance

Person responsible for monitoring outcome:

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

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.)

attendance contracts and attendance meetings, suspension of driving privileges for excessive absences for students

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

district policy

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.

School-based leadership team will create an awards and recognition calendar

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

By When: August 3, 2023

School-based leadership team will facilitate a monthly awards and recognition ceremony

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

By When: monthly

#4. 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.

According to FAST 2022-23 Progress Monitoring data, only 16% students with disabilities read proficiently and only 20% are proficient with grade level math benchmarks. In an attempt to bring struggling students up to grade level, historically, schools have provided remedial instruction, simply reteaching content, typically by pulling students with disabilities out of class with their general education peers and away from engagement with grade-level curriculum and instruction, thus widening the gap in these students' subject-specific skills.

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

Goal:
Citrus Ridge: A Civics Academy teachers will design flexible learning environments that anticipate learner variability and provide alternative pathways into the curriculum.

Target(s):
100% of teachers will receive training and support in implementing a multi-tiered system of supports for academics and behavior.

100% of inclusion teachers will be trained in Universal Design for Learning and implement its principles in planning and instruction.

Strategy:
Strong program of a multi-tiered system of supports and Universal Design for Learning

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

During professional learning and PLC's, inclusion teachers will be trained to write and differentiate lesson plans by incorporating Universal Design for Learning (UDL).

During professional learning and PLC's all teachers will be trained to provide a multi-tiered system of supports in academics and behavior.

Inclusion teachers will have weekly lesson plans available incorporating UDL.

All teachers will develop lesson plans that provide evidence of a multi-tiered system of supports.

Principles of UDL will be observable in inclusion classrooms.

A multi-tiered system of supports will be observable in all classrooms.

Administration and coaches will provide weekly feedback regarding the fidelity of implementation of UDL and a multi-tiered system of supports.

Person responsible for monitoring outcome:

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

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.)

UDL is a framework to improve teaching and learning for all based on how individuals learn best. It requires
creating multiple means of representation, action and expression, and engagement to set up all students for success. As changes to learning environments are made in response to the pandemic, most school districts will rely heavily on technology. Schools will need to acquire and use assistive technologies that offer features such as text-to-speech and speech-to-text. They will need to use instructional platforms that offer scaffolding for assignments.

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

These features can be lifelines to learning for students with disabilities, ELLs, and other struggling 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 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.

Monthly PLC's on MTSS
Fidelity measure: PLC sign-in sheets and agendas

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

By When: monthly

Professional learning series on Universal Design for Learning
Fidelity measure: professional learning sign-in sheets and agenda

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

By When: quarterly

Weekly review of lesson plans for MTSS structures and principles of UDL
Fidelity measure: lesson plans

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

By When: weekly

#5. Instructional Practice specifically relating to Science

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.

Based on our district's quarterly science data, 52% of our 5th graders and 32% of our 8th graders achieved proficiency on the state's Science End-of-Course assessment. Science proficiency strongly correlated with reading proficiency and test-item specifications indicate that stimulus content (text-dependent items) should be on grade level. Test items assess the application of concepts and analysis of data rather than the memorization of science fact, law, or theory. 18 Big Ideas are covered in the Grade 5 and Grade 8 Science assessments.

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

Goal: Citrus Ridge: A Civics Academy will provide a science progression from K-12 that helps students to gain scientific literacy, demonstrate critical and creative thinking skills, and understanding of the process of scientific inquiry to solve practical problems and to create models of scientific phenomena.

Targets:
54% of 5th and 8th graders will demonstrate science proficiency as measured by district-created quarterly assessments and the state Science EOC.

Strategy:
Student engagement with science benchmarks and formative and summative assessments aligned to the proficiency level of the state assessment

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

Weekly review of lesson plans will provide evidence of student engagement with the science benchmarks

Weekly standards walks will provide evidence of collaborative planning of formative assessments aligned to the level of proficiency of the state assessment

Monthly data meetings (quarterlies and common assessments) will provide evidence of collaborative planning of summative assessments aligned to the level of proficiency of the state assessment

Person responsible for monitoring outcome:

Karen Schoonover (karen.schoonover@polk-fl.net)

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.)

benchmark-aligned instruction and assessment; formative assessment

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

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

<table>
<tr><td>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.</td></tr>
</table>

The Leadership Team will create a calibration walk calendar
Fidelity measure: calendar

Person Responsible: Nikeshia Leatherwood (nikeshia.leatherwood@polk-fl.net)

By When: August 3, 2023

Staff development in calibration walks
Fidelity measure: standards walk data

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

By When: September 15, 2023

Science coach facilitates weekly grade level planning with a focus on 5th and 8th grades
Fidelity measure: lesson plans, formative assessments, common monthly assessments

Person Responsible: Karen Schoonover (karen.schoonover@polk-fl.net)

By When: monthly - September 15, 2023

Data analysis of monthly assessments and quarterly data for student growth
Fidelity measure: sign-in sheets for monthly data meetings

Person Responsible: Karen Schoonover (karen.schoonover@polk-fl.net)

By When: September 22, 2023

School calendar that includes assessment dates, professional learning sessions and data meetings
Fidelity measure: calendar

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

By When: August 4, 2023

Monitor student use of/engagement with benchmarks
Fidelity measure: weekly standards walk data

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

By When: weekly

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).

A needs assessment and data review was conducted to determine which items should be Areas of Focus for the school. Funding allocations must be reasonable, appropriate, and necessary to obtain funding.
• Title I/UniSIG Comprehensive Needs Assessment (CNA)
• Data Com
• Summer Leadership Academy/Retreat
• School Improvement Plan Meetings/Trainings
• PURE Process
• Regional and Office of School Transformation review SIP plans

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

The number of students scoring below the 40th percentile in grades K-2 is displayed as follows: Kindergarten - 22%, 1st Grade - 46%, and 2nd grade - 54%. An area of focus as it pertains to these levels is 2nd grade literacy. With 46% of the students on track to achieve grade level proficiency, it is urgent that appropriate strategies be implemented to increase student outcomes in 3rd grade for the 2023-2024 school year.

Reading proficiency is extremely important because data shows that 90% of students who fail to earn a high school diploma were struggling readers in 3rd grade. Generally, any student not reading proficiently in 3rd grade is four times more likely to drop out or not graduate from high school. African American and Hispanic students not reading proficiently in 3rd grade are SIX times more likely to drop out or fail to graduate from
high school and low-income minority students not reading proficiently in 3rd grade are EIGHT times more likely to drop out or not graduate from high school.

It is urgent that core instructional practices are strengthened by the time students exit 2nd grade. Intentional supports are added to the 3rd grade setting to help make the transition to reading for meaning and deep comprehension.

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

The number of students scoring below the 50th percentile in grades 3-5 are displayed as follows: 3rd grade – 61%, 4th grade-54%, and 5th grade 62%.

By the time students exit 3rd grade, it is expected that they reach grade level reading proficiency. Generally, any student not reading proficiently in 3rd grade is four times more likely to drop out or not graduate from high school. African American and Hispanic students not reading proficiently in 3rd grade are SIX times more likely to drop out or fail to graduate fromhigh school and low-income minority students not reading proficiently in 3rd grade are EIGHT times more likely to drop out or not graduate from high school.

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Goal: Citrus Ridge: A Civics Academy will provide K - 2nd grade students who have performed below grade level expectations with interventions and instructional strategies through targeted small-group instruction that provide a foundation of equity across all literacy practices, ensuring opportunities and access for every learner everyday.

Targets: 100% of K-2 grade students will school year will receive targeted small group instruction on a daily basis.

Strategy: direct and explicit instruction.

Students in grade 2 will achieve 65% reading proficiency by the end of the 2023-2024 school year.

Grades 3-5 Measurable Outcomes

Goal: Citrus Ridge: A Civics Academy will provide 3rd-5th grade students who have performed below grade level expectations with interventions and instructional strategies through targeted small-group instruction that provide a foundation of equity across all literacy practices, ensuring opportunities and access for every learner everyday.

Targets: 100% of 3rd – 5th graders scheduled into corrective reading for a full school year will demonstrate at least one grade level of growth.

Strategy: corrective reading through direct and explicit instruction

Students in grades 3 will achieve 52% reading proficiency by the end of the 2023-2024 school year.
Students in grades 4 will achieve 50% reading proficiency by the end of the 2023-2024 school year.
Students in grades 3 will achieve 55% reading proficiency by the end of the 2023-2024 school year.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Weekly monitoring of small group and corrective reading fidelity measurements to provide support and feedback to teachers.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

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

Evidence-based Practices/Programs

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Corrective Reading is the program that we are using in grades 3-5. In grades K-5, we will also use components and metrics of Accelerated Reader (Renaissance) to track student progress toward set goals.

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

- Do the evidence-based practices/programs address the identified need?

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

Corrective Reading was introduced to our district within the last two years and students who were instructed with fidelity have seen at least one year of growth. Additionally, past data have shown high correlation among students STAR scores and the progress in Accelerated Reader and their end of year assessment scores.

Action Steps to Implement

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

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
1. Designated teachers and administrative team will receive training and resources to implement corrective reading. Fidelity Measure: training logs and resources	Powers, Heather, heather.powers@polk-fl.net
2. Weekly monitoring of corrective reading implementation using corrective reading fidelity observation form. Fidelity Measure: Fidelity ratings with at least 75% of the total possible points for the appropriate level.	Williams, Diameshia, diameshia.williams@polk-fl.net
3. Small group instruction with fidelity will be monitored. Teachers will be instructed to pay deliberate attention to learning intentions and success criteria.	Leatherwood, Nikeshia, nikeshia.leatherwood@polk-fl.net

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 disseminated to stakeholders on our school's website, at orientation (a family and student-friendly version), in staff meetings and trainings, at family engagement events, in literature to our community and business partners, and through various initiatives implemented at the school.

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))

Citrus Ridge: A Civics Academy strives to build positive relationships with parents, families and other community stakeholders by including their input in the overall school improvement plan, widely sharing that plan with them, and enlisting their help to fulfill key elements of the plan. Frequent communication and updates regarding achievements and expressions of thankfulness for support will also build upon these positive relationships.

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)

Citrus Ridge: A Civics Academy plans to strengthen the academic program in the school by continuing to partner with Varsity Tutors to provide quality individual and small-group instruction both during and after

school. CRCA plans to increase the quality and amount of learning time by providing professional learning opportunities and coaching to staff. CRCA plans to help provide an enriched and accelerated curriculum through implementation of tiered instruction and Universal Design for Learning (UDL).

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))

Universal Design for Learning is a strategy supported by the Bureau of Exceptional Education and Student Services

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

As part of our multi-tiered system of supports for social-emotional learning, students have the opportunity to ask for passes to school counselors for counseling services and when students are evaluated to be in crisis, they are provided a different level of services through the mental health facilitator, school psychologist and social worker. Students also have the opportunity to work with a behavior interventionist to improve upon their social and self-regulation skills.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Middle school students are made aware of postsecondary opportunities and the workforce through many of our elective courses, which offer them the opportunity to earn high school credit in middle school so that they can begin accessing postsecondary coursework and obtain college credits through high school. Our middle school programs that offer high school credit include: Spanish, Engineering, Agriculture, Algebra I Honors, Geometry Honors, World History Honors, and Physical Science Honors.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Tier One of our schoolwide behavior support system includes direct instruction in school expectations through CHAMPS. Tier 2 includes counseling services and small group instruction with the behavior interventionist and deans. Tier 3 includes assessments of the function of behaviors and individual positive behavior intervention plans amongst other tiered strategies in our school's PBIS program, which includes friendly competition through our House program.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional learning for staff to improve instruction and use of data include Learning Arc Construction Framework training, calibration for standards walks, support in implementing the Florida B.E.S.T.

Standards, and monthly common assessment data meetings that will allow for refining of instructional delivery.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Kindergarten Round-Up and Summer Kindergarten Readiness Camp are two programs/strategies that our school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. Kindergarten Roundup provides an opportunity for incoming kindergarteners and parents to meet kindergarten teachers, preview the kindergarten curriculum and obtain resources to prepare their student for kindergarten. Summer Kindergarten Readiness Camp provides similar opportunities but for a month instead of just one day.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$0.00
2	III.B.	Area of Focus: Instructional Practice: Intervention	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
5	III.B.	Area of Focus: Instructional Practice: Science	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes