

Volusia County Schools

Citrus Grove Elementary



2015-16 School Improvement Plan

Citrus Grove Elementary

729 HAZEN RD, Deland, FL 32720

<http://myvolusiaschools.org/school/citrusgrove/pages/default.aspx>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	71%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	44%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	B	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

Provide the school's vision statement

Eagles do their best and nothing less!

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At Citrus Grove we provide opportunities throughout the year where students, teachers and families are able to build relationships. Some of these activities or events include: meet the teacher, open house, weekly summer media programs, after school clubs, tutoring, etc. Each teacher has a designated time each morning where they conduct their "Morning Meeting" in their classroom. The morning meeting allows students and teacher the opportunity to greet each other, determine a focus for the day and to build rapport and community within the classroom. Citrus Grove also has a teacher student mentoring program, Eagle Buddies. This program was is implemented and monitored by the Positive Behavior Support team, who places identified students with varying needs with teachers and staff to establish positive relationships and additional support within the school setting.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school creates an environment where students feel safe throughout the school day. There are school procedures that are put into place through the Positive Behavior Support team. On the first day of school all students and staff view a behavior power-point where procedures and expectations are shared from the first step on to school until they leave in the afternoon. Procedures for walking in lines, behavior on the campus and expectations in the cafeteria are all discussed. School staff members provide effective monitoring of the campus throughout the school day. Through this visibility, the students have access to adults to express any concerns. All kindergarten, 1st and 2nd grade students are seen by the guidance counselor during the special area rotation where she discusses various topics that promotes positive behavior and builds a positive school environment. There is a comment box available in the media center where students can report any issues in a non-threatening manner.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The processes and procedures of the school-based Behavior Leadership Team / Positive Behavior Support Team are based up on school behavior data and are implicitly taught and reinforced throughout the year. The member ship of the Positive Behavior Support Team is inclusive of all areas (core instruction, school-way café, special areas, administration) and is supported by Student Services personnel who help to design targeted supports when need is indicated by school data.

Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements and student misconduct being handled immediately and with minimal interruption to instruction.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school offers the following non-violence and anti-drug programs:

- Student mentoring program
- Peer mediation program
- Crisis Training program
- Suicide prevention program
- Bullying program

All students are screened for behavioral and social-emotional issues through the electronic report card. Through the screening, the school is able to disaggregate data to determine if individual students, classrooms, teachers, grade levels or the school would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student services personnel (i.e., school psychologists, school counselor, and school social workers), provide direct and indirect evidence-based supports to students identified through the screening measure.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/186080>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnerships with the local community by holding such events as: summer media days, annual nightly media programs, Citrus Grove 5k, PTA walk-a-thon, Stetson University Professional Development School partnerships, workshops, etc.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Williams, Jennifer	Principal
Lalashuis, Stephanie	Instructional Coach
Duchesneau, Nicole	Teacher, K-12
Micallef, Michael	Assistant Principal
Camacho, Widalis	Teacher, K-12
martin, timothy	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Positive Behavior Support team, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used through PLC's and targets grade level and individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school has a leadership team consisting of the principal, assistant principal, academic coaches, and teacher leaders. This leadership team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development, and celebrates student success. These leaders work with teachers to ensure student learning. It is the duty of this team to make sure that professional learning fosters a collaborative culture that expands teacher leadership and empowers teachers to differentiate instruction in order to advance student learning and ties directly back to the School Improvement Plan. The SLT meets weekly.

Instructional resources include staff development developed and provided by our district and our school's leadership team. Coaches meet with teachers weekly in PLC meetings to collaborate on curriculum planning and share instructional strategies. Our district and our school are both committed to meeting the needs of our students and maximizing our students' achievement.

Our teachers will continue to implement the Florida Standards this year and will be supported both by district and school coaches. Teachers will implement Florida standards with fidelity using the newly created ELA Modules in conjunction with Ready Writing and Ready Reading as supplemental instructional resources.

The School Improvement Plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. The plan is a data-driven framework that seeks to find solutions/ resources matched in intensity to student need in academic and behavioral areas. The School Improvement Plan is based on a strategic analysis of data, and identified resources (as identified by the leadership team and are matched to the needs of the students/schools).

School Improvement funds will be used for providing teachers with professional development, supplemental materials, and technology training.

Under Title I Part A

Citrus Grove works with district agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation. Programs supported by Title I at Citrus Grove Elementary include:

- Academic Coach for the purpose of comprehensive staff development
- Supplemental Tutoring before or after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FSA data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better reader

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Translation Services for parent/teacher conferences
- Parental support through parent/student activity nights and workshops on school success
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- D.A.R.E.
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program
- Value of the Month Program

Nutrition Programs

Citrus Grove offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Girls on the Run
- Health classes
- Running Club
- Walk a Thon
- Presidential Fitness Program
- Annual Health/Fitness Event - 5K

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Citrus Grove offers students' career awareness opportunities through Jr. Achievement programs, guest speakers from business and industry and through special school and district events.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Meredith Schluter	Teacher
Jennifer Williams	Principal
Dr. James Rybinski	Parent
Patricia Hutchinson	Teacher
Aimee Huddleston	Business/Community
Charles Longley	Parent
Teresa Wiebe	Parent
Bess Sharkey	Parent
Kim Jones	Teacher
Florence Beebe	Education Support Employee
Dr. Mary Ellen Oslick	Business/Community
Nicole Perrino	Parent
Rebecca McGuigan	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. Our school leadership team then shared results with the faculty, as well as the School Advisory Council, to receive input.

Development of this school improvement plan

The SAC reviewed the data from the 2014-2015 VXT Scores and the school improvement plan from that year. Then, the committee suggested new strategies that would impact the the data. Additionally, the SAC reviewed and gave input on the 2015 - 2016 school improvement plan.

Preparation of the school's annual budget and plan

The school's annual SAC budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending and progress indicators are shared at monthly SAC meetings.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds are allocated based on requests submitted by faculty and staff for projects related to support of school improvement goals. Each request is evaluated by the SAC and voted upon for approval.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Close, Katie	Teacher, K-12
Hutchinson, Patricia	Teacher, K-12
Reulbach, Monica	Teacher, K-12
Derstine, Amy	Teacher, K-12
Lalashuis, Stephanie	Teacher, K-12
Edwards, Emily	Teacher, K-12
Duchesneau, Nicole	Teacher, K-12
Williams, Jennifer	Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT at Citrus Grove will work to support teachers in delivering the core reading curriculum implementing interventions, and enrichment to identified students using differentiated instruction. The team will continue collaborate in a book study (Read, Write, Lead) and share with school community for best practices in literacy.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Common planning, PLC, Lesson Study, and academic coaching are critical practices to help build positive, collaborative relationships, on our campus among teachers. We also have a positive recognition board in which teachers display positive statements or encouragements to their peers.

Common planning allows teachers to participate in weekly PLC's to regularly review formative assessment data, plan for, and adjust instruction accordingly. The master schedule allows for an additional amount of time each week to be spent together with the grade level, coaches, and administration to meet as an extended PLC. When necessary, PLC's make recommendations for students to be reviewed and assisted by the school's Problem Solving Team. Through the PLC structure teachers are encouraged and supported to work together on common goals with clear objectives. Coaches and teachers worked together to develop grade level PLC norms to help build positive, working relationships amongst teams. PLC's also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices.

Lesson Study is being implemented in Math with two cycles being completed in year one. This year the lesson study participants will engage in a series of collaborative professional learning sessions that are highly engaging and have a significant impact on Professional Practice, resulting in increased student academic achievement. The Professional Development district staff will be training participants in the process. Our Academic coaches will be trained for future facilitation in order to build and grow capacity within the district.

The use of academic coaches to assist with teacher collaboration and professional plays a significant part in designing instruction to meet students needs an encouraging the collaborative process. Instructional reviews and combined with administrative walk throughs, provide leadership with data to identify areas in which additional follow up coaching is needed. The leadership team which includes coaches meets weekly to talk about what trends are being seen in the classrooms. This process also

provides opportunities for exemplary teachers to allow class visits from peers. The coaches work side by side with teachers to enhance instruction.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Volusia County Schools Peer Assistance Review includes individual professional development, mentors, peer classroom visits, and support from grade level lead teachers - Par Mentors
2. Principal attends recruiting job fairs and works through requests to the county's recruitment office.
3. Celebrate/Recognize Teachers - Faculty and staff
4. Professional Learning Communities weekly meetings with grade level, school based coaching staff, and district staff - Principal, School Based Coaching Staff, Grade Level, School Leadership Team, School Cadre Members
5. All teachers are provided with staff development opportunities that support current implementation of programs such as MacMillan, SIPPS, District ELA/SS Modules, Lakeshore Manipulatives, AIMS materials and student assessments such as FAIR, DIBELS, and county mandated progress monitoring and diagnostic tests - Principal, School Based Coaching Staff, District Support Staff

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All new/beginning teachers are paired with a district par teacher for formal mentoring/coaching support. In addition, school based veteran teachers within each PLC provide mentoring as needed for any new/beginning teachers in that PLC.

E3 Participants:

Charles Sieg 5th

Raymond Knowles 5th

Theresa Holton- Music

Sarah Mann- 1st

Elizabeth Vipond- 1st

Shelby Block-1st

Francisco Garaitonandia- Art

Tiffany Sutta- K

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All Volusia County elementary programs meet or exceed state requirements. At the elementary level, the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement. School leaders and teachers are given professional development on the implementation of the curriculum maps, resources and assessments. Professional Learning Communities (PLC's), Lesson Study, and coaching help ensure that instruction is aligned to the Florida Standards, well-paced, engaging, and rigorous.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Common planning allows teachers to participate in weekly PLC's to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during reading and math intervention blocks. Teachers, alongside academic coaches, align student needs to intervention programs. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Early Warning System team or Problem Solving Team. Additionally, grade level meetings are held to review student data and address specific academic and behavioral concerns across content areas. In doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

Administrative walk throughs provide the leadership team with data to identify areas in which additional follow up coaching is needed. The leadership team (including coaches) meets weekly to discuss the trends being seen in the classroom. This process also provides opportunities to identify exemplary teachers for the purpose of allowing class visits. Instructional coaches work with teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maximum support, including the use of specific feedback.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 5,280

Identified students will attend district sponsored summer programs (CSI, ESOL 3rd Grade Reading Camp) to enrich and extend learning in the core academic areas of reading, math and science.

Strategy Rationale

Summer programs help maintain academic momentum for students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lalashuis, Stephanie, salalash@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Summer school teaching staff

District program specialists monitor the data of all summer programs.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.
- Kindergarten Orientation/Meet the Teacher was held separately to address the specific needs of incoming students and families. Families received information on school wide procedures and expectations for the upcoming year.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

n/a

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

n/a

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

n/a

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

n/a

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all teachers work collaboratively to implement effective differentiated instruction, then student achievement will increase in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If all teachers work collaboratively to implement effective differentiated instruction, then student achievement will increase in all content areas. 1a

G069085

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	70.0
Math Lowest 25% Gains	65.0
FSA English Language Arts - Achievement	58.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	50.0
FCAT 2.0 Science Proficiency	82.0

Resources Available to Support the Goal 2

- administration
- ELL teachers
- ESE teachers
- District ELL staff
- SIPPS Materials
- Early Release Days, Professional Development Day
- Acaletics materials
- Weekly PLC meetings for all grade levels embedded into contracted hours
- Waterford
- ERI
- ESGI
-

Targeted Barriers to Achieving the Goal 3

- Teachers lack the time, resources and knowledge to effectively provide differentiated instruction for all students.
- Current student data indicates that many students lack the foundational skills necessary to be successful in meeting the rigor of Florida Standards.
- Students lack necessary social skills that allow them to be successful in the classroom setting

Plan to Monitor Progress Toward G1. 8

State Mandated Tests (SMT), and Moby Max Data

Review Volusia Literacy Test, Volusia Math Test, and Volusia Science Test data immediately following administration

Review classroom observation data from coaches and administration

Person Responsible

Jennifer Williams

Schedule

Quarterly, from 9/15/2015 to 6/1/2016

Evidence of Completion

Data Views available in eduphoria Aware Summary of classroom observation data

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. If all teachers work collaboratively to implement effective differentiated instruction, then student achievement will increase in all content areas. **1**

 G069085

G1.B1 Teachers lack the time, resources and knowledge to effectively provide differentiated instruction for all students. **2**

 B179570

G1.B1.S1 Design and deliver professional development in effective, differentiated instruction that is aligned to the Florida Standards. **4**

 S190869

Strategy Rationale

Due to the new standards, teachers need additional time, resources and knowledge to effectively provide differentiated instruction to all students.

Action Step 1 **5**

Develop a school based Lesson Study team of approx. 5 staff members

Person Responsible

Stephanie Lalashuis

Schedule

On 6/1/2015

Evidence of Completion

email confirmation, list of members/participants

Action Step 2 5

Implement two lesson study cycles with the help of district PD staff. The team will learn the foundations of Lesson Study and will work together to build capacity within the school.

Person Responsible

Stephanie Lalashuis

Schedule

Monthly, from 10/12/2015 to 6/1/2016

Evidence of Completion

minutes, agenda, norms ,feedback, notes, lesson plans, student thinking data

Action Step 3 5

The lesson study team will share the results of Lesson Study findings to heighten faculty awareness of Lesson Study as part of an ERPD.

Person Responsible

Jennifer Williams

Schedule

On 1/6/2016

Evidence of Completion

results of the survey interest, exit slip

Action Step 4 5

The School Leadership Team will provide professional development on differentiated instruction through ERPD days utilizing the EdCamp Format.

Person Responsible

Jennifer Williams

Schedule

Monthly, from 11/4/2015 to 3/2/2016

Evidence of Completion

classroom walk throughs, exit slips

Action Step 5 5

Purchase additional Technology & Resources to implement and monitor differentiated instruction

Person Responsible

Jennifer Williams

Schedule

Evidence of Completion

Monitor Moby Max and Monitor Reports

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Professional development facilitator will monitor staff exit slips, and create a plan for follow up coaching. Coaches and Administration will monitor implementation through walk throughs and provide feedback to teachers.

Person Responsible

Stephanie Lalashuis

Schedule

Weekly, from 8/12/2015 to 6/15/2016

Evidence of Completion

Sign in sheets, PLC agendas and minutes, exit slips, coaching follow up schedule

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor PLC's by reviewing PLC Continuum Rubric to assess progress towards our SIP, meet with the SLT weekly to review school wide data (VXT's, FAIR, & FSA) to monitor student progress.

Person Responsible

Jennifer Williams

Schedule

Monthly, from 8/18/2015 to 6/1/2016


Evidence of Completion

Classroom observation data, VXT's in all subject areas, FAIR Reports, FSA Data, PLC Continuum Rubrics

G1.B2 Current student data indicates that many students lack the foundational skills necessary to be successful in meeting the rigor of Florida Standards. **2**

 B179571

G1.B2.S1 Build teacher capacity to use technology in the classroom in order to deliver effective math and ELA instruction time to meet the various needs of all students. **4**

 S190870

Strategy Rationale

Students need additional opportunities to receive targeted differentiated instruction in math and ELA Standards.

Action Step 1 **5**

Blended Learning Information Session hosted by District Blended Learning Specialist for teachers interested in Blended Learning and those currently certified .Ongoing Implementation/ Coaching Certification of Blended Learning.

Person Responsible

Jennifer Williams

Schedule

On 8/13/2015

Evidence of Completion

Agenda, Minutes, Coaching Notes, Teacher Certification

Action Step 2 **5**

Citrus Grove will plan and host two School Wide Technology Summits with focus on ELA and Math apps/programs to help teachers deliver effective differentiated instruction through the use of technology.

Person Responsible

Stephanie Lalashuis

Schedule

Semiannually, from 9/21/2015 to 4/6/2016

Evidence of Completion

Padlet Take Away Discussion, Planning notes/board of topics

Action Step 3 5

Ongoing Monitoring of Blended Learning will occur quarterly with the Blended Learning Cadre PLC's and monthly collaboration during grade level PLC's to share and build capacity with other team members.

Person Responsible

Stephanie Lalashuis

Schedule

Monthly, from 8/12/2015 to 6/10/2016

Evidence of Completion

coaching notes, PLC minutes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom walk throughs, monthly PLC discussions with grade levels about implementation, monitor student usage of MobyMax, IXL, and Waterford.

Person Responsible

Jennifer Williams

Schedule

Weekly, from 8/6/2015 to 6/10/2016

Evidence of Completion

Classroom observations, coaching notes, PLC minutes, Waterford, IXL, & MobyMax Reports

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Review and monitor student usage and data reports generated from technology based content in Reading and Math (MobyMax, IXL, & Waterford) along with District and Statewide Assessments

Person Responsible

Jennifer Williams


Schedule

Weekly, from 8/18/2014 to 6/1/2015


Evidence of Completion

PLC minutes, formative and summative assessments, VXT's, MobyMax, IXL, Waterford Reports, Pre/Post Assessments

G1.B3 Students lack necessary social skills that allow them to be successful in the classroom setting **2**

 B179572

G1.B3.S1 Provide teachers with Professional Development that focuses on social, emotional, and academic strategies in order to improve teacher pedagogy which leads to a direct impact on student engagement and academic achievement. **4**

 S190871

Strategy Rationale

If students social emotional needs are met they will be successful in all content areas.

Action Step 1 **5**

All teachers will receive Responsive Classroom training in order to gain social, emotional, and academic strategies to improve instructional practices. Teachers will have the opportunity to use multiple resources purchased from Responsive Classroom and will collaborate with their peers over the course of the school year in multiple settings.

Person Responsible

Stephanie Lalashuis

Schedule

On 6/10/2016

Evidence of Completion

Compare 2015-16 Math VMT data with previous year

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Administrative Walk throughs and conferences, Lesson plans will note Responsive Classroom activities, teachers will collaborate about their implementation through School Wide Twitter Chats and PLC's.

Person Responsible

Jennifer Williams

Schedule

Weekly, from 9/21/2015 to 6/10/2016

Evidence of Completion

Coaching Notes, minutes, PLC agendas, DPP Conferences, Lesson Plans, Teacher Evaluations, Twitter Notes(Storify)

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Conduct walk through's to look for improvement in daily instructional practices and review/ monitor classroom data to evaluate student engagement and academic achievement, survey students through annual climate survey.

Person Responsible

Jennifer Williams

Schedule

Weekly, from 9/21/2015 to 6/10/2016

Evidence of Completion

evaluations, summatives/formatives, walk through notes, coaching notes, Student Climate surveys

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Develop a school based Lesson Study team of approx. 5 staff members	Lalashuis, Stephanie	8/12/2014	email confirmation, list of members/ participants	6/1/2015 one-time
G1.B2.S1.A1	Blended Learning Information Session hosted by District Blended Learning Specialist for teachers interested in Blended Learning and those currently certified .Ongoing Implementation/ Coaching Certification of Blended Learning.	Williams, Jennifer	8/7/2015	Agenda, Minutes, Coaching Notes, Teacher Certification	8/13/2015 one-time
G1.B3.S1.A1	All teachers will receive Responsive Classroom training in order to gain social, emotional, and academic strategies to improve instructional practices. Teachers will have the opportunity to use multiple resources purchased from Responsive Classroom and will collaborate with their peers over the course of the school year in multiple settings.	Lalashuis, Stephanie	9/21/2015	Compare 2015-16 Math VMT data with previous year	6/10/2016 one-time
G1.B1.S1.A2	Implement two lesson study cycles with the help of district PD staff. The team will learn the foundations of Lesson Study and will work together to build capacity within the school.	Lalashuis, Stephanie	10/12/2015	minutes, agenda, norms ,feedback, notes, lesson plans, student thinking data	6/1/2016 monthly
G1.B2.S1.A2	Citrus Grove will plan and host two School Wide Technology Summits with focus on ELA and Math apps/programs to help teachers deliver effective differentiated instruction through the use of technology.	Lalashuis, Stephanie	9/21/2015	Padlet Take Away Discussion, Planning notes/board of topics	4/6/2016 semiannually
G1.B1.S1.A3	The lesson study team will share the results of Lesson Study findings to heighten faculty awareness of Lesson Study as part of an ERPD.	Williams, Jennifer	1/6/2016	results of the survey interest, exit slip	1/6/2016 one-time

Volusia - 7981 - Citrus Grove Elementary - 2015-16 SIP
Citrus Grove Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A3	Ongoing Monitoring of Blended Learning will occur quarterly with the Blended Learning Cadre PLC's and monthly collaboration during grade level PLC's to share and build capacity with other team members.	Lalashuis, Stephanie	8/12/2015	coaching notes, PLC minutes	6/10/2016 monthly
G1.B1.S1.A4	The School Leadership Team will provide professional development on differentiated instruction through ERPD days utilizing the EdCamp Format.	Williams, Jennifer	11/4/2015	classroom walk throughs, exit slips	3/2/2016 monthly
G1.B1.S1.A5	Purchase additional Technology & Resources to implement and monitor differentiated instruction	Williams, Jennifer	1/11/2016	Monitor Moby Max and Monitor Reports	one-time
G1.MA1	State Mandated Tests (SMT), and Moby Max Data Review Volusia Literacy Test, Volusia Math Test, and Volusia Science Test data immediately following administration Review classroom observation data from coaches and administration	Williams, Jennifer	9/15/2015	Data Views available in eduphoria Aware Summary of classroom observation data	6/1/2016 quarterly
G1.B1.S1.MA1	Monitor PLC's by reviewing PLC Continuum Rubric to assess progress towards our SIP, meet with the SLT weekly to review school wide data (VXT's, FAIR, & FSA) to monitor student progress.	Williams, Jennifer	8/18/2015	Classroom observation data, VXT's in all subject areas, FAIR Reports, FSA Data, PLC Continuum Rubrics	6/1/2016 monthly
G1.B1.S1.MA1	Professional development facilitator will monitor staff exit slips, and create a plan for follow up coaching. Coaches and Administration will monitor implementation through walk throughs and provide feedback to teachers.	Lalashuis, Stephanie	8/12/2015	Sign in sheets, PLC agendas and minutes, exit slips, coaching follow up schedule	6/15/2016 weekly
G1.B2.S1.MA1	Review and monitor student usage and data reports generated from technology based content in Reading and Math (MobyMax, IXL, & Waterford) along with District and Statewide Assessments	Williams, Jennifer	8/18/2014	PLC minutes, formative and summative assessments, VXT's, MobyMax, IXL, Waterford Reports, Pre/Post Assessments	6/1/2015 weekly
G1.B2.S1.MA1	Classroom walk throughs, monthly PLC discussions with grade levels about implementation, monitor student usage of MobyMax, IXL, and Waterford.	Williams, Jennifer	8/6/2015	Classroom observations, coaching notes, PLC minutes, Waterford, IXL, & MobyMax Reports	6/10/2016 weekly
G1.B3.S1.MA1	Conduct walk through's to look for improvement in daily instructional practices and review/ monitor classroom data to evaluate student engagement and academic achievement, survey students through annual climate survey.	Williams, Jennifer	9/21/2015	evaluations, summatives/formatives, walk through notes, coaching notes, Student Climate surveys	6/10/2016 weekly
G1.B3.S1.MA1	Administrative Walk throughs and conferences, Lesson plans will note Responsive Classroom activities, teachers will collaborate about their implementation through School Wide Twitter Chats and PLC's.	Williams, Jennifer	9/21/2015	Coaching Notes, minutes, PLC agendas, DPP Conferences, Lesson Plans, Teacher Evaluations, Twitter Notes(Storify)	6/10/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If all teachers work collaboratively to implement effective differentiated instruction, then student achievement will increase in all content areas.

G1.B1 Teachers lack the time, resources and knowledge to effectively provide differentiated instruction for all students.

G1.B1.S1 Design and deliver professional development in effective, differentiated instruction that is aligned to the Florida Standards.

PD Opportunity 1

Implement two lesson study cycles with the help of district PD staff. The team will learn the foundations of Lesson Study and will work together to build capacity within the school.

Facilitator

Meg Roa, Stephanie Lalashuis

Participants

Lesson Study Team, Professional Development Team, UF/FSU Professional Partnership

Schedule

Monthly, from 10/12/2015 to 6/1/2016

PD Opportunity 2

The lesson study team will share the results of Lesson Study findings to heighten faculty awareness of Lesson Study as part of an ERPD.

Facilitator

Lesson Study Team

Participants

All Staff

Schedule

On 1/6/2016

PD Opportunity 3

The School Leadership Team will provide professional development on differentiated instruction through ERPD days utilizing the EdCamp Format.

Facilitator

SLT

Participants

ALL Staff

Schedule

Monthly, from 11/4/2015 to 3/2/2016

G1.B2 Current student data indicates that many students lack the foundational skills necessary to be successful in meeting the rigor of Florida Standards.

G1.B2.S1 Build teacher capacity to use technology in the classroom in order to deliver effective math and ELA instruction time to meet the various needs of all students.

PD Opportunity 1

Blended Learning Information Session hosted by District Blended Learning Specialist for teachers interested in Blended Learning and those currently certified .Ongoing Implementation/ Coaching Certification of Blended Learning.

Facilitator

Melanie Kestory

Participants

Blended Learning Cadre, newly interested teachers

Schedule

On 8/13/2015

PD Opportunity 2

Citrus Grove will plan and host two School Wide Technology Summits with focus on ELA and Math apps/programs to help teachers deliver effective differentiated instruction through the use of technology.

Facilitator

Blended Learning Team, Instructional Coaches, Administration,

Participants

All Staff

Schedule

Semiannually, from 9/21/2015 to 4/6/2016

G1.B3 Students lack necessary social skills that allow them to be successful in the classroom setting

G1.B3.S1 Provide teachers with Professional Development that focuses on social, emotional, and academic strategies in order to improve teacher pedagogy which leads to a direct impact on student engagement and academic achievement.

PD Opportunity 1

All teachers will receive Responsive Classroom training in order to gain social, emotional, and academic strategies to improve instructional practices. Teachers will have the opportunity to use multiple resources purchased from Responsive Classroom and will collaborate with their peers over the course of the school year in multiple settings.

Facilitator

Responsive Classroom Representatives

Participants

All staff

Schedule

On 6/10/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Develop a school based Lesson Study team of approx. 5 staff members				\$54,907.66
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			7981 - Citrus Grove Elementary	Title I Part A		\$54,907.66
<i>Notes: Reading Coach Salary, Stephanie Lalashuis</i>						
2	G1.B1.S1.A2	Implement two lesson study cycles with the help of district PD staff. The team will learn the foundations of Lesson Study and will work together to build capacity within the school.				\$0.00
3	G1.B1.S1.A3	The lesson study team will share the results of Lesson Study findings to heighten faculty awareness of Lesson Study as part of an ERPD.				\$0.00
4	G1.B1.S1.A4	The School Leadership Team will provide professional development on differentiated instruction through ERPD days utilizing the EdCamp Format.				\$58,059.92
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			7981 - Citrus Grove Elementary			\$700.00
<i>Notes: Book Study on The Book Whisperer by Donna Lynn Miller : 35 staff members will participate in order to build capacity.</i>						
			7981 - Citrus Grove Elementary	Title I Part A		\$57,359.92
<i>Notes: Math Coach, Timothy Martin</i>						
5	G1.B1.S1.A5	Purchase additional Technology & Resources to implement and monitor differentiated instruction				\$35,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			7981 - Citrus Grove Elementary	Title I Part A		\$21,000.00
<i>Notes: Purchase 30 additional iPads</i>						
			7981 - Citrus Grove Elementary	Title I Part A		\$1,400.00
<i>Notes: ESGI Kindergarten internet based program/ educational software to guide instruction</i>						
			7981 - Citrus Grove Elementary	Title I Part A		\$13,000.00

Budget Data

Notes: Sub as Tutor: Former teacher comes in and assists 4th grade students based on student test data, provided small group to non ESE and non ELL students to deliver effective differentiated instruction

6	G1.B2.S1.A1	Blended Learning Information Session hosted by District Blended Learning Specialist for teachers interested in Blended Learning and those currently certified .Ongoing Implementation/ Coaching Certification of Blended Learning.				\$0.00
7	G1.B2.S1.A2	Citrus Grove will plan and host two School Wide Technology Summits with focus on ELA and Math apps/programs to help teachers deliver effective differentiated instruction through the use of technology.				\$0.00
8	G1.B2.S1.A3	Ongoing Monitoring of Blended Learning will occur quarterly with the Blended Learning Cadre PLC's and monthly collaboration during grade level PLC's to share and build capacity with other team members.				\$760.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			7981 - Citrus Grove Elementary			\$0.00
			7981 - Citrus Grove Elementary	Title I Part A		\$600.00
			<i>Notes: Moby Max Grades K-5 internet based program that differentiates instruction in reading and math</i>			
			7981 - Citrus Grove Elementary	Title I Part A		\$160.00
			<i>Notes: Brain Pop Grades K-5 - internet based program that differentiates instruction in reading</i>			
9	G1.B3.S1.A1	All teachers will receive Responsive Classroom training in order to gain social, emotional, and academic strategies to improve instructional practices. Teachers will have the opportunity to use multiple resources purchased from Responsive Classroom and will collaborate with their peers over the course of the school year in multiple settings.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			7981 - Citrus Grove Elementary	Title I Part A		\$5,000.00
			<i>Notes: Responsive Classroom Training</i>			
					Total:	\$154,127.58