# Citrus Grove Elementary School



## 2015-16 School Improvement Plan

# Citrus Grove Elementary School

## 2121 NW 5TH ST, Miami, FL 33125

## http://citrusgrovee.dadeschools.net/

## School Demographics

| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
|---|---|---|
| Elementary | Yes | 96% |

| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
|---|---|---|
| No | No | 100% |

## School Grades History

| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
|---|---|---|---|---|
| Grade | C* | C | D | C |

*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 is pending approval by the Dade County School Board.

## 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.

## Table of Contents

# 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 | 5 | Gayle Sitter |

| Former F | | Turnaround Status |
|---|---|---|
| No | | |

## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Citrus Grove Elementary School's mission is to work with the community to provide students with a quality education that focuses on values and academic achievement.

##### Provide the school's vision statement

Citrus Grove Elementary School is committed to providing educational excellence for all.
Values Matter - Today and Every Day at Citrus Grove Elementary School
Citizenship
Cooperation
Fairness
Honesty
Integrity
Kindness
Pursuit of Excellence
Respect
Responsibility

#### School Environment

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

Approximately 60% of our Kindergarten students begin school without ever hearing English spoken. Some have come from another country and are unfamiliar with the customs and traditions of the United States. Most of these students have never been to Pre-Kindergarten.and have very limited knowledge of the classroom setting. It is a never ending challenge to meet the needs of our students and their families. Every effort is made to communicate with every student and their families in their home language. Different countries and cultures of origin are celebrated during extracurricular activities. Teachers use the background knowledge of individual students to build connections to learning. Students receive English as a Second Language services until proficiency in English is attained. Many of our teachers and staff are bilingual which facilitates communication with parents.

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

From the initial registration process to the completion of grade 5, our students and their families are treated with dignity and respect at all times. It is expected that all stakeholders of our school community make every effort to present themselves at their best. It is expected that older students will serve as role models for the younger students and the adults will serve as role models for the older students. Administrators, faculty and staff members take pride in assuming fudiciary responsibility for every child. Students and their families know that their school is a safe haven in the community at any time during the day. Students and their families know that school personnel will assist them whether the issue is school-related or not.

**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**

Every student and parent must read and discuss the Student Code of Conduct. Parents must sign and return the form stating that both the student and parent understand the consequences for violations of the Student Code of Conduct. Teachers are expected to develop a set of Classroom Rules that every child must strive to follow. A system of rewards and consequences is expected to be in place to reinforce expected good behavior. There are established rules for the Cafeteria and the Media Center. Alternatives to Suspension are in place to keep students in school. The School-wide Discipline Committee under EESAC has designated Detention and a School Center for Student Instruction as alternatives to suspension.

**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**

There are resources available at school to assist students and families in need of socio-emotional support. Our school has a full-time Counselor as well as a School Psychologist available three times per week and a School Social Worker available one day per week and on call as needed. Families can receive assistance at the school and/or obtain information as to how to access services in our community via our website or by contacting Student Services at our school. in addition, many of our faculty and staff serve as mentors to selected students..

### 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**

Administrators and Student Services personnel are assisted by Faculty and Staff representatives in the implementation of our school's Early Warning System for students and families in need of assistance.
The following indicators are monitored weekly:
•Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
•One or more suspensions, whether in school or out of school
The following indicator is monitored when Interim Progress Reports and Report Cards are distributed:
•Course failure in English Language Arts or mathematics
The following indicator is monitored annually:
•A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

**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 |
|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | |
| Attendance below 90 percent | 30 | 20 | 32 | 14 | 9 | 21 | 0 | 126 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 |
| Course failure in ELA or Math | 9 | 13 | 18 | 39 | 18 | 45 | 0 | 142 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 95 | 63 | 97 | 0 | 255 |

*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**

Students are monitored at 3, 5, 7 and 10 absences with action including verbal and written notices, parent conferences, consultation with social worker, withholding of academic credit. After 15 absences within 90 days, Truancy procedures are implemented.

Students to be suspended are referred to our Alternatives to Suspension Plan to determine course of action other than outdoor suspension.

Students who have course failures are referred for intervention during the school day and tutoring before and/or after school.

Students who score Level 1 on state assessments are referred for intervention during the school day and tutoring before and/or after school.

## 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/198684.

*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**

Citrus Grove Elementary School is proud to be the first in our school district to partner with the Miami Marlins, the Marlins Foundation and Marlins Ayudan. We also partner with the Kiwanis of Little Havana, Seraphic Fire, Casa Faroy and Ibiley. It is very important that our school communicates our needs to our partner organizations providing opportunities for volunteers to work directly with students and teachers as well as indicating tangible needs for student recognition and teacher appreciation. Remembering to acknowledge our partners for their efforts every year is critical for sustaining these relationships.

## 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 |
|------|-------|
| Johnson, Sharon | Principal |
| Aleman, Blanca | Other |
| Herrera, Michelle | Teacher, K-12 |
| Perez, Barbara | Guidance Counselor |
| Puns, Belkis | Assistant Principal |
| Ruiz, Milagro | Teacher, K-12 |
| Tamargo, Mayra | Instructional Media |
| Tano, Michelle | Teacher, K-12 |
| Vega, Leticia | Instructional Technology |
| Gil, Ana | Teacher, K-12 |
| Naylor-souto, Eleanor | Teacher, K-12 |
| Cadieux, Marcea | Teacher, ESE |

**Duties**

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

Tier 1 (Leadership Team)
• Administrators Sharon M. Johnson and Belkis Puns will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps and allocate resources.
In addition to the school administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving.
• School reading and writing, math, science, and curriculum specialists ( Ana Gil, Reading Leader; Michelle
Tano, Math Leader; Milagro Ruiz, Science Leader; Eleanor Naylor- Souto, Lead Teacher/Test Chair)
• Exceptional Student Education (ESE) personnel (Marcea Cadieux, ESE Program Specialist)
• School guidance counselor (Barbara Perez, Student Services Department Chairperson)
• School psychologist (Lisette Ruiz, School Psychologist)
• School social worker (Elizabeth Diaz-Perez, School Social Worker)
• Member of advisory group, community stakeholders, parents
.
• In addition to Tier 1 problem solving, the Leadership Team members will meet quarterly to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Selected members of the MTSS Leadership Team including an administrator, instructional teacher leader, guidance counselor and school psychologist will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected members of the Leadership Team including the ESE Program Specialist, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

***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 MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavior data to evaluate progress toward those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation
during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency.
(What progress will show a positive response?)
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response. (MTSS problem solving process and monitoring of instruction.)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals
or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by
group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze data using the
Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students for SST Tier 3 intervention.
The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, the trend data across grade levels from previous years is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to student performance and engagement in later grades.
Title 1, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended
learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school).
The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Support
services are provided to the schools, students, and families. School based, Title I funded Community
Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone
calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage
parents to support their child's education, provide materials, and encourage parental participation in the
decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core
content standards/ programs; identify and analyze existing literature on scientifically based
curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student
need while working with district personnel to identify appropriate, evidence-based intervention strategies;
assist with whole school screening programs that provide early intervening services for children to be
considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and
data analysis; participate in the design and delivery of professional development; and provide support for
assessment and implementation monitoring. Parents participate in the design of their school's Parent
Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process
and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year.
The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the
school year to measure the parent program over the course of the year and to facilitate an evaluation of the
parent involvement program to inform planning for the following year. An all out effort is made to inform
parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for
Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole,
will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other
components that are integrated into the school-wide program include an extensive Parental Program; Title I
CHESS; Supplemental Educational Services; and special support services to special needs populations such
as homeless, migrant, and neglected and delinquent students.
Title I, Part C - Migrant
Citrus Grove Elementary School provides services and support to migrant students and parents. The District
Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment
of migrant students to ensure that the unique needs of migrant students are met. Students are also provided
extended learning opportunities (before-school and/or after school, and summer school by the Title I, Part C,
Migrant Education Program.
Title II

The District uses supplemental funds at Citrus Grove Elementary School for improving basic education as
follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on
Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and
Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-5)
• parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-5)
• reading and supplementary instructional materials(K-5)
• cultural supplementary instructional materials (K-5)
• purchase of supplemental hardware and software for the development of language and literacy skills in
reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to
be used by ELL students and recently arrived immigrant students (K-5, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign
born students
The above services will be provided should funds become available for the 2015-2016 school year and should
the FLDOE approve the application(s).
Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students
receive all the services they are entitled to.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless
children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment,
attendance, and transportation of homeless students. All schools are eligible to receive services and will do
so upon identification and classification of a student as homeless.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless
students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless
children and youth are not to be stigmatized or separated, segregated, or isolated on their status as
homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is
provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a

community
organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and
task forces as it relates to homeless children and youth.
• Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law
ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
Citrus Grove Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of
its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services
for students through curriculum implemented by classroom teachers and elementary counselors.
• Training and technical assistance for elementary teachers, administrators and counselors are also components of this program.
District Policy Against Bullying and Harassment
• Miami-Dade County Public Schools adopted Policy 5517.01, titled Bullying and harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students. and parents/Volunteers MUST receive training on an annual basis.
• Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K through 12.
Nutrition Programs
1) Citrus Grove Elementary School adheres to and implements the nutrition requirements stated in the
District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after-school care snacks, follow the
Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Other
HIV/AIDS Curriculum: AIDS Get the Facts!
• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and
resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including:
Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School
Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/ AIDS
Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional

development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via

vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the

exams and or the lenses.

## School Advisory Council (SAC)

**Membership:**

| Name | Stakeholder Group |
| --- | --- |
| Alma Dennis | Teacher |
| Linda Oldenburg | Teacher |
| Ana Gil | Teacher |
| Sean Flynn | Business/Community |
| Angela Smith | Business/Community |
| Eddy Barrera | Business/Community |
| Dr. Maria Peiro | Teacher |
| Barbara Perez | Teacher |
| Blanca Aleman | Education Support Employee |
| Sharon M. Johnson | Principal |
| Diznarda Arjona | Parent |
| Fatima Moran | Parent |
| Haydee Flores | Parent |
| Reyna Blandon-Lopez | Education Support Employee |
| Grace Urbita | Student |
| William Alvarado | Student |
| Gladys Downs | Teacher |
| Elsa Payne | Teacher |
| Milagro S. Ruiz | Teacher |
| Lourdes Calvo | Parent |
| Yarid Ruiz | Parent |
| Osleidis Osorio | 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*

Each grade level was given the assignment to review the School Improvement Plan goals and discuss results including available data. Teachers were to determine which strategies were effective and which were not. Based on these discussions, each grade level made recommendations for the 2015-2016 school year. These recommendations were presented to the Educational Excellence

School Advisory Council (EESAC) and the full faculty to provide additional opportunities for teacher and staff input.

*Development of this school improvement plan*

The Educational Excellence School Advisory Council (EESAC) facilitated and reviewed the 2014-2015 End of Year Review establishing which strategies were successful as well as other suggestions that could be utilized for the 2015-2016 school year. Members of the EESAC contributed to the writing, reviewing and/or approving of the 2015-2016 School Improvement Plan.

*Preparation of the school's annual budget and plan*

At the 2014-2015 End of Year Review, the Educational Excellence School Advisory Council (EESAC) provided input as to budget priorities for the 2015-2016 school year. Priorities included making provisions for tutoring and intervention funds as members felt these expenditures were imperative to our school's improvement.

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

The Educational Excellence School Advisory Council (EESAC) funds were utilized to meet the goals of the School Improvement Plan as follows:
Internal Funds Account - 2999.00
$2996.79 used for tutoring/testing snacks, field trips and student incentives.
School Website Design and Implementation - 3307.30

### 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 |
| --- | --- |
| Johnson, Sharon | Principal |
| Cadieux, Marcea | Teacher, ESE |
| Gil, Ana | Teacher, K-12 |
| Naylor-souto, Eleanor | Teacher, K-12 |
| Tamargo, Mayra | Instructional Media |
| Tano, Michelle | Teacher, K-12 |
| Ruiz, Milagro | Teacher, K-12 |
| Puns, Belkis | Assistant Principal |
| Vega, Leticia | Paraprofessional |

### Duties

### Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will ensure that time is provided for professional development and subject

area meetings. The following opportunities are present contractually for principals to meet with teachers and
provide professional development: (1) bi-monthly faculty meetings, (2) two designated professional development days annually and (3) weekly early release days for elementary teachers. Additionally, the LLT
may provide release time for teachers to visit and observe other master teachers as a source of professional
development. Options for professional development may include, but not be limited to, study groups, collaborative teams, peer observations, demonstrations, coaching, mentoring and visiting model classrooms.
Professional development opportunities will be individualized based on student performance data and professional development needs of teachers.

## 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**

To facilitate the massive amount of planning required for effective instruction in Language Arts/ Reading/ ESOL/Writing and in Mathematics/Science/Spanish/EFL, all grade levels are departmentalized. Collaborative Planning is conducted weekly by the Instructional Teacher Leaders at every grade level for Reading/Writing or Mathematics, Science Planning is conducted for Grades 4 and 5 by the Science Leader. All other grade levels plan together on their own for Science with assistance as needed from the Science Leader.. Every teacher is expected to participate and contribute to their grade level subject area.

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

Teachers serving as Temporary Instructors for Teachers on Leave or as Daily Substitutes are monitored for effectiveness and possible employment. Ms. Belkis Puns, Assistant Principal, implements these initiatives.

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

To assist teachers in preparing for state-mandated subject area certification examinations in order to meet the highly-qualified teacher requirement, Professional Development offers test tutorial sessions taught by content experts in the following elementary level certification areas: Reading K - 12, Elementary Education (Grades 1 - 6), Exceptional Student Education (ESE) K - 12 and English as a Second Language (ESOL) K - 12. Teachers who are teaching out-of-field are considered non-highly qualified. Non-highly qualified teachers will receive written notification from Human Resources which dictates a timeline for compliance with the highly-qualified teacher requirement. They will be advised of the availability and schedule of the tutorial sessions which are offered twice each year.
Mentors for Beginning Teachers
Qualifications for mentors:
Must hold a valid professional teaching certificate;
Minimum of three years of successful teaching experience; and
Certified at the same level or in the same subject area as the new teacher.
Selection criteria for mentors:
Mastery of pedagogical and subject matter skills;
Evidence of strong interpersonal skills
Outstanding knowledge of content, materials, and methods that support high standards in the curriculum

areas;

Evidence of effective teaching and student achievement gains;

Credibility with colleagues;

Commitment to personal professional learning demonstrated by frequent participation in professional development;

Experience working with adult learners; and

Expertise in accessing data resources and using data to analyze instruction.

Required training to become a mentor:

To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses: Overview of Mentoring and Induction for New Teachers (MINT), Introduction to Instructional Mentoring and Data Coaching.

Who receives a mentor:

Teachers new to the profession (without previous teaching experience) are eligible to receive a MINT certified site-based mentor.

First and second year teachers in Education Transformation Office schools are eligible to receive a MINT certified site-based mentor.

Help for 2nd and 3rd year teachers:

Teachers with previous teaching experience and teachers in years two and three are eligible to receive a buddy teacher.

A buddy teacher occupies a leadership role in the school such as a department chair, grade level chair, reading leader, mathematics leader, National Board Certified Teacher, etc.

Specific Rationale for Pairings and Mentoring Activites

Ana Gil, Reading Leader; Michelle Tano, Mathematics Leader; Milagro Ruiz, Science Leader and Eleanor Naylor-Souto, Lead Teacher are experienced teachers with a proven track records of producing high student achievement scores. Classroom Teacher Mentors include Flavia Alvarez, National Board Certified Teacher - Kindergarten; Regina Johnson, Reading Teacher; Linda Oldenburg, National Board Certified Teacher - Art; and Marta Garcia-Lavin, National Board Certified teacher - ESE.

Mentoring activities will include assisting designated teachers new to subject area with lesson planning, delivery of instruction and effective classroom management techniques.

## 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***

Our school ensures our core instructional programs and materials are aligned to Florida's standards by utilizing state adopted curriculum frameworks and materials. Miami-Dade County Public Schools utilizes Florida Department of Education publications including Item Specifications to guide the writing of Pacing Guides for each core instructional program.

#### 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***

Student scores on i-Ready Diagnostic Assessments are used to create groups of students who require additional instruction to master standards. Groups are fluid and student participation is based on individual student performance. Teachers dedicate instructional time to meet with different groups

of students to reteach as needed. Teachers modify and/or supplement instruction to help students gain greater understanding and mastery.

***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:** After School Program

**Minutes added to school year:** 2,400

Students in Grades 3 - 5 who fall in the Lowest 25% in Reading and/Mathematics, who scored below grade level proficiency on i-Ready Diagnostic Assessments or ESOL Levels 1 - 4 are targeted for additional instructional before and after school. In addition, all Grade 4 and 5 students are eligible for tutoring in writing and the top 45 % Grade 5 students in Reading are tutored in Science.

### *Strategy Rationale*

Additional instruction that is targeted specifically for identified students and delivered in small groups with fidelity will be beneficial in increasing student achievement.

### *Strategy Purpose(s)*

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***
Johnson, Sharon, pr0801@dadeschools.net

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

Students are pre-and post-tested to determine learning gains earned for participation in Before or After School Tutoring Program in the areas of reading, mathematics, science and/or writing.

## 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***

Title I Administration assists Citrus Grove Elementary School by providing supplemental funds beyond the
State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended
support through a full time highly qualified teacher and paraprofessional. This will assist with providing young
children with a variety of meaningful learning experiences, in environments that give them opportunities to
create knowledge through initiatives shared with supportive adults. Prior to Kindergarten, all students in the
general education program are assessed in the areas of early literacy and math skills utilizing the
High Scope Assessment Tool for VPK students. Students in Pre-K ESE Reverse Mainstream and
Inclusion Program utilize the Phonological and Early Literacy Assessment (PELI) to assess print/
letter knowledge and level of phonological awareness and processing. Additionally, social/ emotional

development was assessed utilizing the Devereux Early Childhood Assessment (DECA). The data derived from these assessments was used to plan instruction and determine the need for interventions. Core academic and behavioral instruction is based on data and includes social skills instruction. Screening Tools will be administered mid- year and at the end of the year. The Assistant Principal and kindergarten teachers will be responsible for disaggregating the data to determine students' acquisition of specific skills and knowledge. Students identified with low readiness rates will be provided with additional individualized instruction and i-Ready and/or Wonderworks Interventions by the homeroom teacher. Parents will be advised if their child is in need of this type of instruction and will be provided with recommended strategies for them to implement at home in order to assist their child. The program's effectiveness will be monitored by teacher observation of the student as well as by in-school or in-classroom assessments. Funding for this program comes from the district's Title I Office and the Division of Early Childhood Education.

### 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:
.

#### 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.**     To increase student achievement by improving core instruction 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.** To increase student achievement by improving core instruction in all content areas. 1a

🔍 G070538

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| AMO Reading - ED | 61.0 |
| AMO Reading - ELL | 54.0 |
| AMO Reading - Hispanic | 61.0 |
| AMO Reading - SWD | 53.0 |
| ELA/Reading Gains | 77.0 |
| ELA/Reading Lowest 25% Gains | 87.0 |
| FSA English Language Arts - Achievement | 23.0 |
| AMO Reading - All Students | 61.0 |
| CELLA Listening/Speaking Proficiency | 41.0 |
| CELLA Reading Proficiency | 32.0 |
| CELLA Writing Proficiency | 33.0 |

### Resources Available to Support the Goal 2

- CORE: English Language Arts Florida Standards, Mathematics Florida Standards, District Pacing Guides, Start Smart Instructional Routine Program and Materials, McGraw-Hill Reading Wonders, WonderWorks, Maravillas and Lectura Materials Houghton-Mifflin Mathematics Go Math! Series for Florida, Grades K - 5, Scott Foresman Science Series, Leveled Readers . SUPPLEMENTAL: Item Specifications , ESOL Matrix, i-Ready in Reading and Mathematics, Promethean Boards, Imagine Learning, Elementary Science Instructional Resources at http://science.dadeschools.net, J&J Boot Camp, Gizmos, for Grades 3 - 5, Discovery Education, NBC Learn, PBS Learning Media

### Targeted Barriers to Achieving the Goal 3

- Inconsistent implementation and delivery of differentiated small group instruction

### Plan to Monitor Progress Toward G1. 8

Review of assessment data by Leadership Team
Determine whether to intensify, modify, or terminate strategies, revisit barriers or modify the goal itself based on data

#### Person Responsible

Sharon Johnson

#### Schedule

Quarterly, from 10/19/2015 to 5/20/2016

#### *Evidence of Completion*

Formative: Results from Pre-Test and Midyear Writing and Science Assessments, Results from i-Ready Diagnostic Assessments and Results from Midyear English Language Arts and Mathematics Assessments Summative: Results from 2016 FSA English Language Arts, FSA Mathematics and FCAT 2.0 Science Tests

## 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.** To increase student achievement by improving core instruction in all content areas. 1

🔑 G070538

**G1.B2** Inconsistent implementation and delivery of differentiated small group instruction 2

🔑 B183778

**G1.B2.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. 4

🔑 S195410

**Strategy Rationale**

Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

#### Action Step 1 5

Provide job embedded professional development on the English Language Arts Florida Standards, Mathematics Florida Standards and the Next Generation Florida Sunshine Standards where K -5 teachers unpack the standards during weekly collaborative planning sessions.

**Person Responsible**

Sharon Johnson

**Schedule**

Weekly, from 9/8/2015 to 6/3/2016

***Evidence of Completion***

Sign-in Sheets, Agenda, and Handouts

### Action Step 2  5

Provide peer support to identified teachers to help with the effective implementation of the English Language Arts Florida Standards, Mathematics Florida Standards and the Next Generation Sunshine State FCAT 2.0 Science Standards.

**Person Responsible**

Sharon Johnson

**Schedule**

Weekly, from 9/8/2015 to 6/3/2016

***Evidence of Completion***

Classroom Walk-throughs, Peer Support Log, Minutes of Debriefing Sessions

### Action Step 3  5

Plan for and deliver data driven differentiated instruction to guide small groups, focusing on the alignment of resources, and follow-up activities.

**Person Responsible**

Sharon Johnson

**Schedule**

Weekly, from 9/8/2015 to 6/3/2016

***Evidence of Completion***

Data, Student grouping charts, TLC lesson plans, Small group rotations, and Student work folders

## Action Step 4  `5`

Plan for, deliver and monitor the effective implementation of WonderWorks intervention program and provide tutoring opportunities and access to computers before school and after school three days per week
and on Saturdays (pending availability of funds).in order to target students' reading and math deficiencies.

### Person Responsible

Sharon Johnson

### Schedule

Weekly, from 10/12/2015 to 6/3/2016

### *Evidence of Completion*

Intervention schedules, Attendance Logs, OPM results and Student work folders

## Action Step 5  `5`

Conduct bi-weekly classroom walk-throughs to ensure effective implementation of standards based instruction including monitoring the use of the differentiated instruction developed during collaborative planning.

### Person Responsible

Sharon Johnson

### Schedule

Biweekly, from 9/8/2015 to 6/3/2016

### *Evidence of Completion*

Classroom Walk-through Checklist, Reading Response Journals, Writing Notebooks, Math and Science Journals and Differentiated Instruction Folders

### Action Step 6 `5`

Disaggregate and analyze student assessment data both formal and informal to drive planning and instruction. Use data to to determine (and revise as needed) Differentiated Instruction groups for intervention and enrichment.

#### Person Responsible

Sharon Johnson

#### Schedule

Quarterly, from 9/8/2015 to 6/3/2016

#### *Evidence of Completion*

Student Assessment Reports, Data Binder by Teacher, Student Data Chat Folders, Data Chat Log by Teacher, Differentiated Instruction Groups and Differentiated Instruction Folders

### Action Step 7 `5`

Monitor the use of core and supplemental instructional materials including technological resources to reinforce and enrich the curriculum.

#### Person Responsible

Sharon Johnson

#### Schedule

Biweekly, from 9/8/2015 to 6/3/2016

#### *Evidence of Completion*

### Action Step 8 `5`

Establish timeline with task deadlines to ensure the development of student projects and that all students have the opportunity to participate in scientific enrichment activities and participate in the Science Fair.

#### Person Responsible

Sharon Johnson

#### Schedule

Semiannually, from 9/8/2015 to 3/18/2016

#### *Evidence of Completion*

Timeline with Established Tasks and Deadlines, Increase in Participation in Science Fair by Grade Level

### Action Step 9  `5`

Provide parents with opportunities to learn how to assist students with homework and support the learning process.

#### Person Responsible

Sharon Johnson

#### Schedule

Weekly, from 8/20/2015 to 6/10/2016

#### *Evidence of Completion*

Parent Sign-In Sheets, Community Involvement Specialist Logs, Agendas and Handouts

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

Conduct Classroom Walk-throughs checking for Action Step Implementation via relevant classroom visuals including student work, use of core, supplemental and technological resources including review of lesson plans, common board configuration items, use of differentiated instruction, interactive journals and student work folders.

#### Person Responsible

Sharon Johnson

#### Schedule

Biweekly, from 9/8/2015 to 6/3/2016

#### *Evidence of Completion*

Classroom Walk-through Logs, Review of Lesson Plans, Review of Interactive Journals and Student Work Folders

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

Review of assessment data by Leadership Team
Conduct Data Chats with Teachers to determine needs for adjustments in instruction.
Teachers conduct Data Chats with students to provide feedback on student progress.

### Person Responsible

Sharon Johnson

### Schedule

Quarterly, from 10/19/2015 to 5/20/2016

### *Evidence of Completion*

Completed Data Chats Log by Teacher and Grade Level , Review of Student Data Folders

## 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.B2.S1.A1 | Provide job embedded professional development on the English Language Arts Florida Standards, Mathematics Florida Standards and the Next Generation Florida Sunshine Standards where K -5 teachers unpack the standards during weekly collaborative planning sessions. | Johnson, Sharon | 9/8/2015 | Sign-in Sheets, Agenda, and Handouts | 6/3/2016 weekly |
| G1.B2.S1.A2 | Provide peer support to identified teachers to help with the effective implementation of the English Language Arts Florida Standards, Mathematics Florida Standards and the Next Generation Sunshine State FCAT 2.0 Science Standards. | Johnson, Sharon | 9/8/2015 | Classroom Walk-throughs, Peer Support Log, Minutes of Debriefing Sessions | 6/3/2016 weekly |
| G1.B2.S1.A3 | Plan for and deliver data driven differentiated instruction to guide small groups, focusing on the alignment of resources, and follow-up activities. | Johnson, Sharon | 9/8/2015 | Data, Student grouping charts, TLC lesson plans, Small group rotations, and Student work folders | 6/3/2016 weekly |
| G1.B2.S1.A4 | Plan for, deliver and monitor the effective implementation of WonderWorks intervention program and provide tutoring opportunities and access to computers before school and after school three days per week and on Saturdays (pending availability of funds).in order to target students' reading and math deficiencies. | Johnson, Sharon | 10/12/2015 | Intervention schedules, Attendance Logs, OPM results and Student work folders | 6/3/2016 weekly |
| G1.B2.S1.A5 | Conduct bi-weekly classroom walk-throughs to ensure effective implementation of standards based instruction including monitoring the use of the differentiated instruction developed during collaborative planning. | Johnson, Sharon | 9/8/2015 | Classroom Walk-through Checklist, Reading Response Journals, Writing Notebooks, Math and Science Journals and Differentiated Instruction Folders | 6/3/2016 biweekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G1.B2.S1.A6 | Disaggregate and analyze student assessment data both formal and informal to drive planning and instruction. Use data to to determine (and revise as needed) Differentiated Instruction groups for intervention and enrichment. | Johnson, Sharon | 9/8/2015 | Student Assessment Reports, Data Binder by Teacher, Student Data Chat Folders, Data Chat Log by Teacher, Differentiated Instruction Groups and Differentiated Instruction Folders | 6/3/2016 quarterly |
| G1.B2.S1.A7 | Monitor the use of core and supplemental instructional materials including technological resources to reinforce and enrich the curriculum. | Johnson, Sharon | 9/8/2015 | | 6/3/2016 biweekly |
| G1.B2.S1.A8 | Establish timeline with task deadlines to ensure the development of student projects and that all students have the opportunity to participate in scientific enrichment activities and participate in the Science Fair. | Johnson, Sharon | 9/8/2015 | Timeline with Established Tasks and Deadlines, Increase in Participation in Science Fair by Grade Level | 3/18/2016 semiannually |
| G1.B2.S1.A9 | Provide parents with opportunities to learn how to assist students with homework and support the learning process. | Johnson, Sharon | 8/20/2015 | Parent Sign-In Sheets, Community Involvement Specialist Logs, Agendas and Handouts | 6/10/2016 weekly |
| G1.MA1 | Review of assessment data by Leadership Team Determine whether to intensify, modify, or terminate strategies, revisit barriers or modify the goal itself based on data | Johnson, Sharon | 10/19/2015 | Formative: Results from Pre-Test and Midyear Writing and Science Assessments, Results from i-Ready Diagnostic Assessments and Results from Midyear English Language Arts and Mathematics Assessments Summative: Results from 2016 FSA English Language Arts, FSA Mathematics and FCAT 2.0 Science Tests | 5/20/2016 quarterly |
| G1.B2.S1.MA1 | Review of assessment data by Leadership Team Conduct Data Chats with Teachers to determine needs for adjustments in instruction. Teachers conduct Data Chats with students to provide feedback on student progress. | Johnson, Sharon | 10/19/2015 | Completed Data Chats Log by Teacher and Grade Level , Review of Student Data Folders | 5/20/2016 quarterly |
| G1.B2.S1.MA1 | Conduct Classroom Walk-throughs checking for Action Step Implementation via relevant classroom visuals including student work, use of core, supplemental and technological resources including review of lesson plans, common board configuration items, use of differentiated instruction, interactive journals and student work folders. | Johnson, Sharon | 9/8/2015 | Classroom Walk-through Logs, Review of Lesson Plans, Review of Interactive Journals and Student Work Folders | 6/3/2016 biweekly |

## 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.** To increase student achievement by improving core instruction in all content areas.

**G1.B2** Inconsistent implementation and delivery of differentiated small group instruction

**G1.B2.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks.

### PD Opportunity 1

Provide job embedded professional development on the English Language Arts Florida Standards, Mathematics Florida Standards and the Next Generation Florida Sunshine Standards where K -5 teachers unpack the standards during weekly collaborative planning sessions.

**Facilitator**

Ana Gil, Reading Leader; Michelle Tano, Math Leader; Eleanor Naylor-Souto, Literacy Leader; Milagro Ruiz, Science Leader and Belkis Puns, Assistant Principal

**Participants**

K-5 Reading Teachers

**Schedule**

Weekly, from 9/8/2015 to 6/3/2016

## Technical Assistance Items

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

## Budget

### Budget Data

| 1 | G1.B2.S1.A1 | Provide job embedded professional development on the English Language Arts Florida Standards, Mathematics Florida Standards and the Next Generation Florida Sunshine Standards where K -5 teachers unpack the standards during weekly collaborative planning sessions. | | | | $0.00 |
|---|---|---|---|---|---|---|
| 2 | G1.B2.S1.A2 | Provide peer support to identified teachers to help with the effective implementation of the English Language Arts Florida Standards, Mathematics Florida Standards and the Next Generation Sunshine State FCAT 2.0 Science Standards. | | | | $0.00 |
| 3 | G1.B2.S1.A3 | Plan for and deliver data driven differentiated instruction to guide small groups, focusing on the alignment of resources, and follow-up activities. | | | | $0.00 |
| 4 | G1.B2.S1.A4 | Plan for, deliver and monitor the effective implementation of WonderWorks intervention program and provide tutoring opportunities and access to computers before school and after school three days per week and on Saturdays (pending availability of funds).in order to target students' reading and math deficiencies. | | | | $58,200.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 0801 - Citrus Grove Elementary School | Title I Part A | | $43,200.00 |
| | | | *Notes: Interventions, Access to Computers, Tutoring for Non-ESOL Students* | | | |
| | | | 0801 - Citrus Grove Elementary School | Title III | | $15,000.00 |
| | | | *Notes: Tutoring for ELL Students* | | | |
| 5 | G1.B2.S1.A5 | Conduct bi-weekly classroom walk-throughs to ensure effective implementation of standards based instruction including monitoring the use of the differentiated instruction developed during collaborative planning. | | | | $0.00 |
| 6 | G1.B2.S1.A6 | Disaggregate and analyze student assessment data both formal and informal to drive planning and instruction. Use data to to determine (and revise as needed) Differentiated Instruction groups for intervention and enrichment. | | | | $0.00 |
| 7 | G1.B2.S1.A7 | Monitor the use of core and supplemental instructional materials including technological resources to reinforce and enrich the curriculum. | | | | $0.00 |
| 8 | G1.B2.S1.A8 | Establish timeline with task deadlines to ensure the development of student projects and that all students have the opportunity to participate in scientific enrichment activities and participate in the Science Fair. | | | | $0.00 |
| 9 | G1.B2.S1.A9 | Provide parents with opportunities to learn how to assist students with homework and support the learning process. | | | | $41,227.00 |

# Budget Data

| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
|---|---|---|---|---|---|---|
| | | | 0801 - Citrus Grove Elementary School | Title I Part A | 0.0 | $41,227.00 |
| | | | *Notes: Salary for Community Involvement Specialist* | | | |
| | | | | | **Total:** | **$99,427.00** |