

Martin County School District

Citrus Grove Elementary



2015-16 School Improvement Plan

Citrus Grove Elementary

2527 SW CITRUS BLVD, Palm City, FL 34990

cge.sbmc.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	23%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	19%

School Grades History

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

**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 Martin 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>.

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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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Citrus Grove Elementary is to provide opportunities for students to achieve their personal best and become responsible, healthy, and productive citizens who embrace lifelong learning.

Provide the school's vision statement

Cultivating Generations of Excellence

School Environment

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

By applying best practices within the classroom, Citrus Grove's faculty and staff encourage students to share experiences about their personal lives and cultures. Additionally, connecting with students on a regular basis allows the student-teacher relationship to prosper. Teachers participate in school related extra curricular activities in order to interact with students and their families in an informal manner. By including elements within Design Question 8 in the Marzano framework, teachers will establish and maintain relationships with students by creating a sense of acceptance and community in the classroom taking into consideration their culture and background and responding with verbal and non-verbal interactions in caring ways.

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

Citrus Grove uses the PBiS model for the core behavioral expectations. We provides a safe environment for students by cultivating a generation of students who understand the need for respect and responsibility. Before school, students are greeted by faculty, staff, and safety patrol members to ensure a positive start in a safe and secure environment. Breakfast is also available in the school's cafeteria to guarantee that students have a successful and productive morning. Throughout the day students are held to the CGE expectations and are expected to treat others with courtesy and respect. The iStand program originated at CGE and continues to help students deal with the subject of bullying. This program empowers students to not allow themselves and others to be victimized.

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

Citrus Grove has established a positive behavior system of support (PBiS) that utilizes a chip system where students receive a chip for following the CGE expectations, fueling their internal drive to use control, make good choices, and use effort at all times. In addition, to the school-wide intrinsic reward system, many teachers use the virtual Class Dojo system which helps track student behaviors throughout the school day and allows students and parents to monitor progress as well. CGE also fosters the Conscious Discipline system of common, caring, responsible language. This year many of our teachers have enacted Mindsets in the Classroom to foster a climate of growth, risk-taking, and increased effort for learning and believing in the potential of all students.

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

Our Citrus Grove Guidance department offers many services that ensure the emotional well being needs of our students. He meets with small specialized groups, provides tier 3 check in and check out with many students, as well as works closely with the Tykes and Teens counselor to provide one on one services for students that need extra support. He is also very involved in the classroom by delivering instruction on whatever topic is needed. We also partner with Tykes and Teens to have an additional mental health therapist available to qualifying 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

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	
Attendance below 90 percent	8	7	9	5	5	9	43
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	2	2	4
Level 1 on statewide assessment	0	0	0	11	0	0	11

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

Indicator	Grade Level		Total
	4	5	
Students exhibiting two or more indicators	1	2	3

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

Our school utilizes our MTSS team to plan and implement strategies for student success. WE also have a mentor program set up for students that exhibit warning indicators.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Parent involvement is encouraged and increased through various activities and events such as but not limited to: Open House, Curriculum Nights, Parent Conference nights, PTA events, Volunteer program, Watch D.O.G.S program, and Teacher Color Wars, School Advisory Committee, and various events sponsored by individual grade group teams.

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

Parent and community liaisons help build and sustain school partnerships throughout the school year. A strong relationship with the Education Foundation of Martin County has provided numerous classroom adoptions throughout the school providing additional funds for teachers and allowing them to provide classroom resources to increase student achievement. Recognition activities are being planned to ensure that community partners are recognized for the value they add to the Citrus Grove community.

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
Villwock, Tyson	Principal
Aursland, Pam	Assistant Principal
Hert, Shannon	Teacher, K-12
Svoboda, Kim	Teacher, ESE
Webb, Connie	Instructional Coach
Scholl, Mark	Guidance Counselor
Davis , Ann	Instructional Coach

Duties

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

The Core MTSS Team is made up of CGE's administration, The Guidance Department, Exceptional Student Education, Classroom teachers, and District Personnel. Administration operates as leadership and provides continuity and connectivity through the school. Both MTSS and SIP endeavors rely on administration for their broad understanding of school operations and for articulation between the different systems and organizations in CGE. The guidance department facilitates students interaction with the MTSS process by organizing meetings, assisting in the creation, support, monitoring or interventions and by providing direct services to students. personnel from ESE function as providers of interventions and administration of the MTSS process. Classroom teachers provide support in defining student problems and matching interventions to the identified need. District Personnel are involved with the procedures of formalizing evaluations and interpretation of data.

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 heart of CGE's data based problem solving process originates with leadership empowering, modeling, and coaching all staff to employ data based-problem solving. Problems are identified and defined when data is analyzed, at year's end, at monthly PBIS team meetings, during grade level meetings, each time the MTSS core team is convened. Citrus Grove Elementary's system of problem solving begins with the process of evaluating data, defining in measurable terms "what is going on" and continues with implementing an action to "do something about it." Once a plan of action is chosen a method of evaluating the plan is decided on and the plan is implemented. The problem-solving model continues with evaluating the effects of the plan using data to determine if the remedy was effective. This data is entered and monitored in the RTiB database. The School Improvement Plan focuses on goals that were defined through identifying areas to improve (defining a problem), to ensure student success and The Multi Tiered Support System provides a more intimate structure that gathers and analyzes data continuously through the different platforms of school, individually (a single student), small groups of students, classrooms, grade levels and the student body. Problem solving solutions include interventions for those within CGE's system and the structures of the systems themselves.

Citrus Grove Elementary school coordinates and integrates all federal, state, and local programs that impact the school:

- Implements research-based resources funded by federal and local funds.
- The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant, and Title I programs. (This example is for Title I schools only)
- School Improvement Plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
- Input from the Pre-K programs is obtained by the school and district and is included in the transition plan.
- Partnerships are established.
- With coordination and scheduling of instructional programs.
- With implementation of parent information programs.
- Brochures and referrals for parent and student support from the guidance department, school nurse and other school and district personnel.
- Reviews and monitors intervention plans

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tyson Villwock	Principal
George Vogeley	Teacher
Shannon Hert	Teacher
Kim Svoboda	Teacher
Karen O'Campo	Parent
Sandra Smith	Parent
Pam Aursland	Principal
Diane Dadko	Business/Community
Jason Zimmerman	Parent
Cindy Pieper	Teacher

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

Our school advisory council provides input and consistently monitors the school improvement plan throughout the year. It also oversees the SIP funding and data used to make funding decisions.

Development of this school improvement plan

The purpose of the School Advisory Committee is to assist with the preparation of SIP plans. This committee also monitors the implementation and evaluates the results of the school improvement plan. It assists the principal with the annual budget as well.

Preparation of the school's annual budget and plan

School improvement funds are expended on programs or projects that are directly related to school improvement. These funds are recommended to benefit large groups of students, in order for all students to benefit from the various uses of funds. The amount of funds are requested and must be reviewed and voted upon by the SAC members

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

Budget Adoption \$478.87 \$539.74
 Capstone expenditure (\$495.00) \$44.74
 Budget Transfer \$600.00 \$644.74
 Budget Transfer \$581.78 \$1,226.52
 Expenditure (\$1,181.78) \$44.74
 NON-CAPITALIZED AV MATERIALS (0100.5100.0622.0371.0058) \$208.00
 DUES AND FEES (0100.5100.0730.0371.0058) \$168.00
 INSTRUCTIONAL TRAINING (0100.6400.0310.0371.0058) \$249.00
 Expenditure (\$60.00) \$189.00
 INSTRUCTION TRAINING TRAVEL (0100.6400.0330.0371.0058) \$206.00
 Budget Transfer (\$193.00) \$13.00
 INSTRUCTIONAL TRAINING SUPPLIES (0100.6400.0510.0371.0058) \$3,792.56
 Budget Transfer (\$581.78) \$3,210.78

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
Villwock, Tyson	Principal
Aursland, Pam	Assistant Principal
Webb, Connie	Instructional Coach
Bakkedahl, Laura	Teacher, K-12
Ciliberti, Ashley	Instructional Media
Mejias, Nancy	Teacher, K-12
Brown, Kim	Teacher, ESE
Hornstein, Jill	Teacher, K-12
Carter, Alicia	Teacher, K-12
Jacobs, Kelly	Teacher, K-12
Ventriglia, Jennifer	Teacher, K-12
Hernandez, Sara	Teacher, K-12
Gagliardo, Julianne	Teacher, ESE
Gomez, Jennifer	Teacher, K-12
Bello, Christina	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This year the LLT will concentrate on improving instruction within the "balanced literacy model". We will also continue our task of supporting teachers with the implementation of the Florida Standards on English Language Arts in K-5. The implementation of the Comprehension Toolkit will be a priority this school year. This team will also monitor the current programs in place to support literacy such as Fountas and Pinnell, Words their Way and iReady diagnostic and instruction.

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

Teachers will continue to share and grow during scheduled team meetings as well as in structured PLC groups. Additional school-wide collaboration will continue throughout the year during weekly faculty meetings with the entire instructional staff. Magnificent Monday meetings will focus on the strengthening of balanced literacy throughout the curriculum.

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

Determine job openings and needs.

Review applications and interview highly qualified applicants.

Provide new teachers to the school and district grade level mentors as well as additional administrative support.

Offer on-going opportunities for professional growth and collaboration

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

New teachers are assigned a veteran teacher as a mentor. These mentors are chosen because of their experience, expertise, and willingness to help others grow in the field of education.

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

Literacy materials purchased in the previous school year will provide a basis for the ELA balanced literacy program. In addition all grades will be provided computerized individualized instruction in ELA and Math through the iReady program. Grades 3-5 have adopted the Go Math! textbook series which is also aligned with the MAFS. Additional materials will be gathered and assessed based on the relevancy to each grade level and standards.

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

Teachers and data teams utilize both formative and summative assessments to provide differentiation within and beyond the classroom. Small group and/or one-on-one instruction will be utilized to ensure that all students are able to attain grade level proficiency. Citrus Grove Elementary's system of problem solving begins with the process of evaluating data, defining in measurable terms "what is going on" and continues with implementing an action to "do something about it." Once a plan of action is chosen a method of evaluating the plan is decided on and the plan is implemented. The problem-solving model continues with evaluating the effects of the plan using data to determine if the remedy was effective.

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: Extended School Day

Minutes added to school year: 6,400

Use of online reading program which is a research based intensive program geared towards under performing students. Program is the Power Reading Online program by Maria Carbo

Strategy Rationale

Increased exposure to reading on-level passages assists in students fluency and comprehension skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Svoboda, Kim, svobodak@martin.k12.fl.us

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

Data will be collected through the built in reports contained within the program. The students will take a pretest and a post test to determine growth and effectiveness.

Strategy: Extended School Day

Minutes added to school year: 3

Club Go Green is an after school endeavor that enhances students knowledge in the fields of Science and Math . The club focuses on real life problem solving from recycling to growing vegetables and plants as a sustainable food source.

Strategy Rationale

All students in grades 3-5 are encouraged to enhance their problem solving strategies through participation in this enrichment club.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hert, Shannon, herts@martin.k12.fl.us

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

Review of science assessments and teacher observation

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

Voluntary Pre-K is involved in staff professional development and school programs aligned to expectations and experiences for pre-k students to matriculate successfully in elementary school.

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

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

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

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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students will deepen their knowledge of and interaction with text in order to improve reading skills and demonstrate growth.
- G2.** Increase the number of students that are able to demonstrate a deep conceptual understanding of grade level STEM concepts and are able to prove ability and knowledge of these concepts in real world situations.
- G3.** Increase students' writing proficiency in basic grammar skills and text based writing.

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. Students will deepen their knowledge of and interaction with text in order to improve reading skills and demonstrate growth. 1a

G072778

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	80.0

Resources Available to Support the Goal 2

- Full time Literacy Coach will model best practices and support instruction. Monthly training will be provided by Literacy Coach and administration with a concentration in balanced literacy, best practices for Florida's ELA standards (LAFS) and words their way.
- Several research-based intervention programs will be used to support students who are performing below grade level. These programs include Leveled Literacy Intervention (LLI) by Fountas and Pinnell, Power Reading Online by Maria Carbo, Comprehension Toolkit, and Wilson and Mondo for primary students.
- Continuous training by administration on understanding and implementing the new Florida State Standards as well as understanding The Florida Standards Assessment.
- On going Professional Learning on developing common assessments
- iReady digital instruction for all students K-5 in English Language Arts
- Imagine Learning program to support students identified as English Language Learner
- Work with teachers to establish best practices in implementing cross grade level interventions with fidelity.
- Staff will work in ongoing PLCs to create and implement common assessments.

Targeted Barriers to Achieving the Goal 3

- Multiple intervention needs in one class with only 30 minutes of iii time and only 1 teacher
- Instructional staff needs support and training in balanced literacy and guided reading groups.
- High quality, meaningful resources to engage those non-intervention students during iii time.

Plan to Monitor Progress Toward G1. 8

Testing data on i-ready, F and P levels

Person Responsible

Pam Aursland

Schedule

Quarterly, from 8/31/2015 to 6/1/2016

Evidence of Completion

Increase in students' growth

G2. Increase the number of students that are able to demonstrate a deep conceptual understanding of grade level STEM concepts and are able to prove ability and knowledge of these concepts in real world situations. **1a**

G072780

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics - Achievement	85.0

Resources Available to Support the Goal **2**

- Unwrapped standards, learning goals and scales are on the district website. Think Central online resources, V-math Live Computer Program, Real-Life/Community Applications

Targeted Barriers to Achieving the Goal **3**

- Students have difficulty connecting math to real life experiences
- Understanding, Implementing, and Pacing for the new Go Math! series
- Availability/cost of computer based licences for all students

Plan to Monitor Progress Toward G2. **8**

Testing data, Data derived from program reports

Person Responsible

Pam Aursland

Schedule

Monthly, from 1/5/2015 to 6/1/2015

Evidence of Completion

Scores will increase and student understanding will be evident on various assessments

G3. Increase students' writing proficiency in basic grammar skills and text based writing. 1a

G072781

Targets Supported 1b

Indicator	Annual Target
Writing Gains District Assessment	80.0

Resources Available to Support the Goal 2

- Monthly district based writing workshops, Literacy coach is available to monitor lessons and model best practices.

Targeted Barriers to Achieving the Goal 3

- Lack of training and need for exemplar writing pieces that demonstrate what proficient text-dependent writing looks like

Plan to Monitor Progress Toward G3. 8

Increase in writing scores

Person Responsible

Connie Webb

Schedule

Monthly, from 8/17/2015 to 6/1/2016

Evidence of Completion

Increase in students ability to write across all content areas, using text-evidence

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. Students will deepen their knowledge of and interaction with text in order to improve reading skills and demonstrate growth. **1**

 G072778

G1.B1 Multiple intervention needs in one class with only 30 minutes of iii time and only 1 teacher **2**

 B189873

G1.B1.S1 Explore different intervention approaches and structures to meet student needs such as grade level interventions and grouping. **4**

 S201267

Strategy Rationale

Grade level grouping for the delivery of interventions allows the teacher to concentrate in one subject area. Therefore, the teacher has more opportunity to become an expert on that subject. It also gives the homeroom teacher another perspective of the student and their current level of learning.

Action Step 1 **5**

Increase ability to meet multiple student needs

Person Responsible

Connie Webb

Schedule

Biweekly, from 8/25/2015 to 6/1/2016

Evidence of Completion

Increase in student engagement and productivity

Action Step 2 5

Monitor and analyze iii schedules, meet with MTSS Team

Person Responsible

Connie Webb

Schedule

Monthly, from 8/25/2015 to 6/1/2016

Evidence of Completion

observations and tracking of student data

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

Coach's Log Teacher Feedback Student Progress

Person Responsible

Connie Webb

Schedule

Monthly, from 8/31/2015 to 6/1/2016

Evidence of Completion

Intervention Logs, Observations, hard data

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

Teacher Feedback, Student Progress, Change in Classroom Instruction

Person Responsible

Connie Webb


Schedule

Monthly, from 8/31/2015 to 6/1/2016

Evidence of Completion

Evaluations in ERO Teacher Feedback Student Progress- increase in skills through appropriate interventions

G1.B2 Instructional staff needs support and training in balanced literacy and guided reading groups. 2

 B189874

G1.B2.S1 Bi weekly professional development meetings will be held to support implementation of balanced literacy model and the use of the Comprehension Toolkit 4

 S201268

Strategy Rationale

The implementation of the various components of balanced literacy will provide the teacher with best practices to increase overall learning.

Action Step 1 5

Plan and execute balanced literacy professional development meetings

Person Responsible

Connie Webb

Schedule

Monthly, from 8/31/2015 to 6/1/2016

Evidence of Completion

Create a schedule and guide for each meeting

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

Changes in classroom instruction, lesson plan documentation

Person Responsible

Pam Aursland

Schedule

Monthly, from 8/31/2015 to 6/1/2016

Evidence of Completion

Sign in sheets, ERO, evaluations, Change in instruction

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

Teacher observations, feedback

Person Responsible

Pam Aursland


Schedule

Monthly, from 8/31/2015 to 6/1/2016


Evidence of Completion

Implementations of balanced literacy within the ELA block, teacher feedback on classroom instruction

G1.B3 High quality, meaningful resources to engage those non-intervention students during iii time. 2

 B189875

G1.B3.S1 Explore and research enrichment programs during iii time. 4

 S201269

Strategy Rationale

By providing teachers with awareness and materials students that are performing at a high level will be challenged to increase their knowledge even more.

Action Step 1 5

Research options for self-enrichment

Person Responsible

Connie Webb

Schedule

Every 6 Weeks, from 9/15/2014 to 6/1/2015

Evidence of Completion

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

Monitor Progress of research

Person Responsible

Connie Webb

Schedule

Every 6 Weeks, from 9/15/2014 to 6/1/2015

Evidence of Completion

list of available resources

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

Students are engaged in enrichment activities

Person Responsible

Connie Webb

Schedule

Every 6 Weeks, from 9/15/2014 to 6/1/2015


Evidence of Completion

Teachers will monitor and report back about effectiveness of the different enrichment programs being used during iii time

G2. Increase the number of students that are able to demonstrate a deep conceptual understanding of grade level STEM concepts and are able to prove ability and knowledge of these concepts in real world situations. 1

 G072780

G2.B1 Students have difficulty connecting math to real life experiences 2

 B189877

G2.B1.S1 Hold a Publix math night for students to see real-life applications of math concepts 4

 S201270

Strategy Rationale

This opportunity will help students make connections with the everyday use of math.

Action Step 1 5

Contact and set-up math night with Publix

Person Responsible

Shannon Hert

Schedule

On 11/5/2014

Evidence of Completion

Establish date and time, record on school calendar

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor structure and relevance of activities

Person Responsible

Shannon Hert

Schedule

On 11/5/2014

Evidence of Completion

Completion of event

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Shopping and math concepts

Person Responsible

Shannon Hert

Schedule

On 11/5/2014


Evidence of Completion

Survey students about their experiences (feedback), review math sheets for accuracy

G2.B2 Understanding, Implementing, and Pacing for the new Go Math! series 2

 B189878

G2.B2.S1 Support from District Level math directors to assist in the implementation, pacing, and professional development for the Go Math! series 4

 S201271

Strategy Rationale

Action Step 1 5

Request professional development in best practices for new Go Math! series

Person Responsible

Pam Aursland

Schedule

On 9/30/2014

Evidence of Completion

Change in classroom practices

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Use of resources identified by the district math lead

Person Responsible

Schedule

Daily, from 9/29/2014 to 6/1/2015

Evidence of Completion

Changes in classroom practices

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Use of best practices to increase learning

Person Responsible

Schedule

Daily, from 9/29/2014 to 6/1/2015

Evidence of Completion

Observations, Lesson plans, student achievement

G2.B2.S2 Explore CPalms for resources to support current math series and student understanding 4

 S201272

Strategy Rationale

Action Step 1 5

Continuing professional development in best practices through the implementation of Professional Learning Communities

Person Responsible

Pam Aursland

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Change in classroom practices

Action Step 2 5

Alignment of new curriculum to MAFS

Person Responsible

Pam Aursland

Schedule

On 12/3/2014

Evidence of Completion

Complete training on use CPalm resources

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Monitor use of resources

Person Responsible

Pam Aursland

Schedule

Evidence of Completion

Classroom observations, documents turned into AP

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Aligning classroom assignments with use of resources

Person Responsible

Schedule


Evidence of Completion

Classroom and district assessments

G2.B3 Availability/cost of computer based licences for all students 2

 B189879

G2.B3.S1 SAC for funding of 625 licenses of V-math Live for the current school year 4

 S201273

Strategy Rationale

This program has been researched and used in other martin County elementary schools with success. It will help build much needed math fluency skills.

Action Step 1 5

Purchase V-math Live online math program

Person Responsible

Shannon Hert

Schedule

On 9/23/2014

Evidence of Completion

Fill out petition, present at SAC meeting

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitor the usage of the program in classrooms through various reports

Person Responsible

Pam Aursland

Schedule

Weekly, from 10/6/2014 to 6/1/2015

Evidence of Completion

reports, observations, engagement of students

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Reports from program, progress monitoring students

Person Responsible

Pam Aursland

Schedule


Evidence of Completion

reports, progress monitoring


G3. Increase students' writing proficiency in basic grammar skills and text based writing. 1

 G072781

G3.B1 Lack of training and need for exemplar writing pieces that demonstrate what proficient text-dependent writing looks like 2

 B189880

G3.B1.S1 Have grade level leaders attend monthly writing workshops, and train peers. All materials obtained at workshops will be placed on the common drive for all teachers to access. 4

 S201274

Strategy Rationale

Training will increase the teachers knowledge and comfort level in implementing writing workshop in classrooms.

Action Step 1 5

Professional development in writing sessions

Person Responsible

Connie Webb

Schedule

Monthly, from 9/4/2014 to 4/2/2015

Evidence of Completion

ERO registration and receipt of materials

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor use of new resources through classroom implementation

Person Responsible

Connie Webb

Schedule

Daily, from 9/15/2014 to 6/1/2015

Evidence of Completion

Classroom Observations

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

New strategies for writing

Person Responsible

Schedule

Daily, from 9/4/2014 to 6/1/2015

Evidence of Completion

Change in student progress

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	Increase ability to meet multiple student needs	Webb, Connie	8/25/2015	Increase in student engagement and productivity	6/1/2016 biweekly
G1.B2.S1.A1	Plan and execute balanced literacy professional development meetings	Webb, Connie	8/31/2015	Create a schedule and guide for each meeting	6/1/2016 monthly
G1.B3.S1.A1	Research options for self-enrichment	Webb, Connie	9/15/2014		6/1/2015 every-6-weeks
G2.B1.S1.A1	Contact and set-up math night with Publix	Hert, Shannon	9/15/2014	Establish date and time, record on school calendar	11/5/2014 one-time
G2.B2.S1.A1	Request professional development in best practices for new Go Math! series	Aursland, Pam	9/22/2014	Change in classroom practices	9/30/2014 one-time
G2.B2.S2.A1	Continuing professional development in best practices through the implementation of Professional Learning Communities	Aursland, Pam	8/25/2014	Change in classroom practices	5/29/2015 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A1	Purchase V-math Live online math program	Hert, Shannon	9/23/2014	Fill out petition, present at SAC meeting	9/23/2014 one-time
G3.B1.S1.A1	Professional development in writing sessions	Webb, Connie	9/4/2014	ERO registration and receipt of materials	4/2/2015 monthly
G1.B1.S1.A2	Monitor and analyze iii schedules, meet with MTSS Team	Webb, Connie	8/25/2015	observations and tracking of student data	6/1/2016 monthly
G2.B2.S2.A2	Alignment of new curriculum to MAFS	Aursland, Pam	11/19/2014	Complete training on use CPalm resources	12/3/2014 one-time
G1.MA1	Testing data on i-ready, F and P levels	Aursland, Pam	8/31/2015	Increase in students' growth	6/1/2016 quarterly
G1.B1.S1.MA1	Teacher Feedback, Student Progress, Change in Classroom Instruction	Webb, Connie	8/31/2015	Evaluations in ERO Teacher Feedback Student Progress- increase in skills through appropriate interventions	6/1/2016 monthly
G1.B1.S1.MA1	Coach's Log Teacher Feedback Student Progress	Webb, Connie	8/31/2015	Intervention Logs, Observations, hard data	6/1/2016 monthly
G1.B2.S1.MA1	Teacher observations, feedback	Aursland, Pam	8/31/2015	Implementations of balanced literacy within the ELA block, teacher feedback on classroom instruction	6/1/2016 monthly
G1.B2.S1.MA1	Changes in classroom instruction, lesson plan documentation	Aursland, Pam	8/31/2015	Sign in sheets, ERO, evaluations, Change in instruction	6/1/2016 monthly
G1.B3.S1.MA1	Students are engaged in enrichment activities	Webb, Connie	9/15/2014	Teachers will monitor and report back about effectiveness of the different enrichment programs being used during iii time	6/1/2015 every-6-weeks
G1.B3.S1.MA1	Monitor Progress of research	Webb, Connie	9/15/2014	list of available resources	6/1/2015 every-6-weeks
G2.MA1	Testing data, Data derived from program reports	Aursland, Pam	1/5/2015	Scores will increase and student understanding will be evident on various assessments	6/1/2015 monthly
G2.B1.S1.MA1	Shopping and math concepts	Hert, Shannon	11/5/2014	Survey students about their experiences (feedback), review math sheets for accuracy	11/5/2014 one-time
G2.B1.S1.MA1	Monitor structure and relevance of activities	Hert, Shannon	9/15/2014	Completion of event	11/5/2014 one-time
G2.B2.S1.MA1	Use of best practices to increase learning		9/29/2014	Observations, Lesson plans, student achievement	6/1/2015 daily
G2.B2.S1.MA1	Use of resources identified by the district math lead		9/29/2014	Changes in classroom practices	6/1/2015 daily
G2.B3.S1.MA1	Reports from program, progress monitoring students	Aursland, Pam	reports, progress monitoring	one-time	
G2.B3.S1.MA1	Monitor the usage of the program in classrooms through various reports	Aursland, Pam	10/6/2014	reports, observations, engagement of students	6/1/2015 weekly
G2.B2.S2.MA1	Aligning classroom assignments with use of resources		Classroom and district assessments	one-time	
G2.B2.S2.MA1	Monitor use of resources	Aursland, Pam	Classroom observations, documents turned into AP	one-time	
G3.MA1	Increase in writing scores	Webb, Connie	8/17/2015	Increase in students ability to write across all content areas, using text-evidence	6/1/2016 monthly
G3.B1.S1.MA1	New strategies for writing		9/4/2014	Change in student progress	6/1/2015 daily
G3.B1.S1.MA1	Monitor use of new resources through classroom implementation	Webb, Connie	9/15/2014	Classroom Observations	6/1/2015 daily

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. Students will deepen their knowledge of and interaction with text in order to improve reading skills and demonstrate growth.

G1.B1 Multiple intervention needs in one class with only 30 minutes of iii time and only 1 teacher

G1.B1.S1 Explore different intervention approaches and structures to meet student needs such as grade level interventions and grouping.

PD Opportunity 1

Increase ability to meet multiple student needs

Facilitator

Literacy Coach/ Administration

Participants

Teachers

Schedule

Biweekly, from 8/25/2015 to 6/1/2016

G1.B2 Instructional staff needs support and training in balanced literacy and guided reading groups.

G1.B2.S1 Bi weekly professional development meetings will be held to support implementation of balanced literacy model and the use of the Comprehension Toolkit

PD Opportunity 1

Plan and execute balanced literacy professional development meetings

Facilitator

Connie Webb, Pam Aursland

Participants

Teachers

Schedule

Monthly, from 8/31/2015 to 6/1/2016

G1.B3 High quality, meaningful resources to engage those non-intervention students during iii time.

G1.B3.S1 Explore and research enrichment programs during iii time.

PD Opportunity 1

Research options for self-enrichment

Facilitator

Connie Webb, Pam Aursland

Participants

Teachers

Schedule

Every 6 Weeks, from 9/15/2014 to 6/1/2015

G2. Increase the number of students that are able to demonstrate a deep conceptual understanding of grade level STEM concepts and are able to prove ability and knowledge of these concepts in real world situations.

G2.B2 Understanding, Implementing, and Pacing for the new Go Math! series

G2.B2.S1 Support from District Level math directors to assist in the implementation, pacing, and professional development for the Go Math! series

PD Opportunity 1

Request professional development in best practices for new Go Math! series

Facilitator

Administration, district math lead

Participants

All teachers

Schedule

On 9/30/2014

G2.B2.S2 Explore CPalms for resources to support current math series and student understanding

PD Opportunity 1

Continuing professional development in best practices through the implementation of Professional Learning Communities

Facilitator

CGE Teachers

Participants

Teachers

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

PD Opportunity 2

Alignment of new curriculum to MAFS

Facilitator

Pam Aursland

Participants

Teachers

Schedule

On 12/3/2014

G2.B3 Availability/cost of computer based licences for all students

G2.B3.S1 SAC for funding of 625 licenses of V-math Live for the current school year

PD Opportunity 1

Purchase V-math Live online math program

Facilitator

Shannon Hert, George Vogeley

Participants

Teachers

Schedule

On 9/23/2014

G3. Increase students' writing proficiency in basic grammar skills and text based writing.

G3.B1 Lack of training and need for exemplar writing pieces that demonstrate what proficient text-dependent writing looks like

G3.B1.S1 Have grade level leaders attend monthly writing workshops, and train peers. All materials obtained at workshops will be placed on the common drive for all teachers to access.

PD Opportunity 1

Professional development in writing sessions

Facilitator

District Led Workshops/Literacy Coaches

Participants

Teachers, Literacy Coaches

Schedule

Monthly, from 9/4/2014 to 4/2/2015

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	Increase ability to meet multiple student needs				\$0.00
2	G1.B1.S1.A2	Monitor and analyze iii schedules, meet with MTSS Team				\$0.00
3	G1.B2.S1.A1	Plan and execute balanced literacy professional development meetings				\$1,110.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	0371 - Citrus Grove Elementary	School Improvement Funds	0.0	\$1,110.00
<i>Notes: Purchase of Comprehension Toolkits</i>						
4	G1.B3.S1.A1	Research options for self-enrichment				\$0.00
5	G2.B1.S1.A1	Contact and set-up math night with Publix				\$0.00
6	G2.B2.S1.A1	Request professional development in best practices for new Go Math! series				\$0.00
7	G2.B2.S2.A1	Continuing professional development in best practices through the implementation of Professional Learning Communities				\$0.00
8	G2.B2.S2.A2	Alignment of new curriculum to MAFS				\$0.00
9	G2.B3.S1.A1	Purchase V-math Live online math program				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$2,500.00
<i>Notes: Purchase of VMath live in January, Approximately 3,000.00</i>						
10	G3.B1.S1.A1	Professional development in writing sessions				\$0.00
Total:						\$3,610.00