School District of Indian River County

Citrus Elementary School

2017-18 Schoolwide Improvement Plan

Citrus Elementary School

2771 CITRUS PL, Vero Beach, FL 32968

www.indianriverschools.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	81%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	C

**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 Indian River 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Citrus Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Citrus Elementary: We are guiding today's children to BEEcome tomorrow's leaders.

b. Provide the school's vision statement.

To educate and engage all learners for college or career readiness and to empower them to be proficient, independent, critical thinkers.

2. School Environment

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

The school contacts community leaders and parent representatives from both Hispanic and African American Communities to elicit support for school initiatives directed at these populations. Committees are formed and all participants brainstorm ideas for outreach initiatives, i.e. FSA Night in Spanish only. Surveys are sent to targeted demographics to determine needs of that group and information is utilized for future planning.
Administration serves on Disproportionate Minority Council, African American Achievement Plan and we have a multicultural team who coordinate events throughout the year.

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

All staff greet and display positive reinforcements using the PBIS system throughout the day. We develop partnerships with volunteers to capture those students in need of mentoring, academic and emotional support and encouragement through homework clubs, computer lab access. For the upcoming school year, the Behavior Intervention Specialist will continue to train staff on "Restorative Justice", "Autism Spectrum Disorder Awareness ", and PBIS refreshers. Training will include all staff members to ensure conflict resolution and cultural sensitivity happens.

c. 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 Elementary utilizes school wide Positive Behavior Intervention and Support (PBIS). From 2008-2012 Citrus has earned model school status awarded by USF. PBIS is designed to teach appropriate school behavior, work on creating intrinsic motivation and reward students for displaying appropriate behaviors. Additionally, the school goal is to reduce problem behaviors school wide, in order to increase student engagement during instruction leading to more time on task. There are school-wide student behavioral expectations. Be Safe, Be Respectful, Be Responsible. Students earn tokens for positive behaviors to consistently and fairly enforce PBIS. School staff have been trained in PBIS for the past several years. New staff are oriented to the PBIS program and receive coaching on a regular basis. Student disciplinary infractions are reported by the teacher to administrative staff electronically (ODR) after they have collected three minor (teacher managed) incidents. The school

has continued to implement "Restorative Justice" practices to alleviate classroom ODRs and suspensions.

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

The social and emotional needs of all students are being met through daily contact with caring, respectful school staff. Students who present with individual or small group concerns are typically seen by the Behavior Intervention Specialist. These students may receive individual or group counseling, social skills instruction, or referrals to outside agencies or other means of support (i.e. clothing, food, housing). Big Brothers Big Sisters and school volunteers (Rotary Club) provide mentoring to targeted students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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
Course Failure in ELA or Math equals Retention
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	26	21	27	22	20	0	0	0	0	0	0	0	118
One or more suspensions	1	1	6	4	3	9	0	0	0	0	0	0	0	24
Course failure in ELA or Math	2	2	1	7	0	0	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	18	45	27	0	0	0	0	0	0	0	90

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	13	42	78	79	89	0	0	0	0	0	0	0	303

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

Tier ii and III behavioral strategies led by Behavior Intervention Specialist.
Classroom teachers are utilizing "Restorative Justice" strategies
Extended Learning Opportunities will begin October -May for select students (Moonshot Academy, after-school Superstar camp)

Tier II & Tier III students work in small group targeting areas in need of improvement as indicated through progress monitoring of classroom instruction and i-Ready pathways. (ex of programs used: Rav-O for vocabulary, Support Coach for comprehension, Sonday for phonics, etc)
Data chats to drive differentiated instruction.
Classroom Newsletters/School Messenger/Bee Awesome positive phone calls
Improved and Perfect Attendance - Quarterly Incentives
Daily Attendance recognition per classroom
Front office supports awareness via office "daily message" posted in office on easel
Behavior plans in place for targeted students
Teachers focus on identifying and monitoring their students' Progress Monitoring Plans to meet the needs of their individual students.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/455455.

2. Description

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

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

The school strives to promote positive interactions with the community by constantly recruiting business partners through staff communication and involvement supporting outreach services to our students.
Listed Below are Examples:
Community outreach to Publix for resources and academic parent involvement programs.
The Learning Alliance
Rotary Club Readers
School Advisory Committee
Community Relationship with Indian River Estates (IRE) for volunteering and classroom supply donations
PTA/PTO
Audubon Society of IRC (Environmental Outreach and Enrichment Program for students)
Education Foundation Sneaker Exchange/STEAM Fair

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Garcia, Kimberly	Principal
DiDomizio, Susanna	Assistant Principal
Koziel, Elaine	Instructional Coach
	Instructional Coach
Seeley, Ainsley	Teacher, K-12

b. Duties

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

The role of the MTSS Leadership Team is driven by data; both academic and behavioral in the development and implementation of the school improvement plan . The school based MTSS team meets every week to analyze reading, math and behavioral data. The core team identifies strengths as well as areas of concern, and then formulates goals to address these areas. The team uses a problem solving approach. The data is reviewed to address changes at all three Tiers of instruction. Leadership Team representatives meet with grade level groups to problem solve implementation of interventions at each Tier of instruction. The role of each member is described as follows: Assistant Principal - meeting facilitator - sets calendar, meeting agenda, invites members and guests. Resource Specialists: records meeting notes, sends out RFA, checks in with intervention coaches prior to meeting; School Psychologist: performs observations, completes MTSS worksheet, keeps MTSS log, attentional referrals; Behavior Intervention Specialist: performs behavioral observations and displays graphically, presents FOCUS data for school, student or groups of students, attentional referrals; Reading Coach-presents iReady data, performs observations; Math Coach- iReady data,and/or math fluency, Literacy and Math Coaches serve as resources for individual student intervention for Tier 1 instruction. Teacher - presents all data (i.e. Unify , anecdotal/teacher observation, report card, writing and math samples, classroom behavioral log/data).

2. 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 data management system used to summarize the tiered data is Performance Matters (PM2), Progress Monitoring and Reporting (PMRN) for STAR in K and School Wide Information System (FOCUS). In addition, data monitoring tools are utilized to show progress for each student receiving Tier 2 or Tier 3 intervention in Reading and Math. These data management systems show patterns, trends, strengths and weaknesses. The data can be generated from i-Ready, and viewed by school, class and individual student criteria. Teachers are supported by the efforts of the Reading and Math coach, as well as Title 1 Resource staff. Additional research based strategies and/or materials are recommended, monitored and revisited typically within 6 weeks of a Tier 2 or Tier 3 intervention implementation to determine effectiveness.

Title I, Part A
Citrus Elementary School coordinates and integrates all federal, state, and local programs that impact the school:
• Implements research-based resources funded by local and federal funds

• The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title I, Title II, Title III, and Migrant programs and Title X.
• 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
• Parent surveys are conducted annually and developed with input from parents who represent Title I Part A, Title I Part C Migrant, and English Language Learner programs
• Partnerships are established outside agencies (i.e. with FDLRS, Education Foundation of Indian River County, Learning Alliance, Big Brothers Big Sisters, Youth Guidance, Rotary)
• Coordination and scheduling of instructional programs (i.e. MTSS)
• Implementation of parent information/training programs (i.e. Parent/ Family Nights, Parent Academies)
• Brochures and referrals for parent and student support services

Citrus Elementary School coordinates with the Indian River County School District office on all matters involving Title I. This involves both formal, scheduled meetings and informal day-to-day contacts to ensure the smooth coordination of all efforts. Both budgetary and programmatic issues are fully coordinated. Where others are needed (i.e., ESE, ESOL, food services, etc.) they are contacted directly and invited to participate in meetings.

Title I allocations provide additional funding for intervention teachers, resource teachers, ESOL resource teacher,and Math coach who serve as resources to classroom teachers in implementing strategies that support students in meeting grade level expectations in reading, math and writing. Students can be provided extended learning opportunities to attend before/after school instruction and summer school for additional remediation and enrichment. Title I funds are also utilized to purchase supplemental curriculum, materials, and instructional software. The Comprehensive Needs Assessment considers student academic needs as well as staff development data that address the priorities established for Title III, Migrant and Title I programs. The school collaborates efforts to coordinate parental involvement activities across programs. School-based staff works closely with all programs, including Title I Part C, to eliminate duplication or fragmentation of services & enhance delivery of services. If applicable, the district's migrant parent specialist and the migrant Advocate provide support to migrant students and their families.

Title I, Part D ---N/A

Title II
In coordination with Title I and Title III, Title II provides professional development that addresses the needs of teachers so that they can meet the needs of their students. Professional development is continuous and data-driven. Action research ensures that the strategies are being implemented. Professional development is directly correlated to the SIP and training funded with Title II funds are related to the strategies in the School Improvement Plan.

Title III
The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III. The school works in collaboration with the district's Title III program office to provide supplemental services, i.e. supplemental instructional software and resources to eligible students. To enhance communication between the school and the home documents such as letters, newsletters, brochures are translated into Spanish, unless not feasible. School-based staff works closely with all programs to eliminate duplication or fragmentation of services & enhance delivery of services.
The district ESOL program resource teacher provides support to teachers. Professional development

is provided to teachers so that they acquire the skills and strategies that work best for English Language Learners. ELL students are provided additional support in learning academic vocabulary and curriculum with a highly qualified ESOL teacher.

Title X- Homeless
Citrus Elementary School coordinates with the district's Title X McKinney Vento Homeless Program and Title I Part A Program to provide needed resources such as clothing, school supplies and social service referrals to students identified as homeless. School supplies and backpacks are provided to homeless students upon enrollment. Title I funded school-based social workers, school nurse and other school personnel also provide support by providing community and school information, including but not limited to referrals for parent that support the efforts of Title X. Brochures and posters in English and Spanish regarding services for the homeless are available in the front office.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Kim Garcia	Principal
Sandy Crumpler	Teacher
Melissa Caudill	Teacher
Maryanne Bender	Parent
Lindsey Bassue	Parent
Deb Bevan	Teacher
Becky O'Donnell	Teacher
Don Gault	Business/Community
Samuel Garcia	Business/Community
Mary Lou Gault	Business/Community
Hugh O'Donnell	Business/Community
Dorothy McPhee	Education Support Employee
Laica Acosta	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the first SAC meeting on Aug. 28, 2017, Parents were provided with last year's plan and explained what our initiatives are for 2017-2018, implementation and monitoring of initiatives, and two goals. School Leadership Team made modifications, changes, updates to plan for presentation and approval to parents during the September 11, 2017 meeting. After SAC review, input will be gathered from SAC and additions or deletions to the plan will occur at the meeting prior to final approval.

b. Development of this school improvement plan

Members of the SAC contribute to the development of the SIP. The SAC analyzes data throughout the year and reviews the effectiveness of educational plans. Members of the council identify school wide goals for the 2017-2018 school year, and will brainstorm how we will achieve these goals. The SAC will approve the school improvement plan and update as needed.

c. Preparation of the school's annual budget and plan

Annual school budget, SAC budget, and Title 1 budget are presented by the principal to SAC at the August 28, 2017 meeting for review/approval.
Annual Title 1 budget is also presented.
School SAC budget is reviewed each month and documented in the monthly minutes.
School Parent Compact for 2017-2018 will be presented, reviewed,and passed at September, 2017 SAC meeting.

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

SIP funds were distributed to 4th grade classrooms/students for annual field trip to St. Augustine, FL. to assist in purchasing charter buses.
4th grade trip to St. Augustine, FL -$2,850

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

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

Verify Demographics of Citrus Elementary
African American 121
Asian 9
Hispanic 171
Other Ethnicity 24
White 364
Citrus has not been successful in recruiting Hispanic members for SAC. Teachers are actively recruiting in their classrooms through newsletters and and parent conferences. Distinct Title 1 Director has been notified. Title 1 staff Alice and Jose Blanco Project Specialist/Federal Programs Directors (located at District Office) have attended Title 1 Parent Nights and strategies have been discussed to increase recruitment for SAC meetings and family nights. Weekly emails to staff remind employees to actively recruit parents in and around campus. Monthly phone messages sent out on "School Messenger" have asked for participation in this recruitment.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
DiDomizio, Susanna	Assistant Principal
Koziel, Elaine	Instructional Coach
Seeley, Ainsley	Instructional Coach
Garcia, Kimberly	Principal
Rondeau, Joann	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will continue its focus on the standards based instruction using the Close Reading Strategy Model, Text Annotation and Thinking Maps in each grade level (K-5th). Weekly formative assessments will be administered and progress monitoring will occur on a weekly basis to analyze outcomes. We will also be utilizing the Unit Assessments that occur approximately every three weeks that our district has provided to help drive instruction.

Identified students in grades 1st and 2nd will be afforded the opportunity to attend the after school reading clinic two times per week addressing decoding, sentence structure, reading skills, phonological skills as well as 30 minutes of utilizing i-Ready computer based program.

Homework has been aligned to Close Reads in 2nd and 3rd grades top ensure homework is meaningful and supports classroom instruction.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Weekly grade level team meetings facilitated by the Literacy and Math Coaches to increase knowledge of LAFS and MAFS in a collaborative format using protocols for professional dialogue. Grade level specific collaborative planning to determine pacing and share instructional methodology and materials, along with differentiation and progress monitoring. Three mornings a week used for "common planning". Three times a year a 4 hour block will be given to each classroom teacher for collaborative planning.

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

*Principal and Assistant Principal pre-screen applicants based on position qualitifications and match to resume qualifications
*Teachers have multiple certifications.
*Staff works in a departmentalized model (STARS) model
*ESE inclusion model, mentor teacher programs
*Proximity to personal residence.
*School climate promotes positive professional and personal development.
* Master coach pool (ICE)
* Attend recruiting fair at local colleges and universities
* Utilized Skype for convenience of interviews

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

Peer/mentor teachers have been assigned based on grade levels and/or content being taught
"Guide on the Side" monthly meetings are coordinated to ensure new teachers receive school based and district information
Collaborative planning and professional development
Peer to Peer observations
District Personnel used to mentor new teachers
Coaching cycle as deemed necessary by the coaches

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Core instruction programs and materials are aligned to Florida's standards through weekly grade level meetings with professional development in Florida State Standards and alignment with pacing guides.

Close Reading Strategies are being modeled in all ELA, Math and Science classrooms grades K-5. These lessons utilize integrated LAFS, NGSSS and Social Studies with formative assessments for flexible grouping, re-teaching and fidelity of instruction. Instructional coach support via modeling and feedback.

Implementation of district pacing guides to align standards based instruction. These lessons utilize integrated MAFS and LAFS formative assessments for flexible grouping, re-teaching and fidelity of instruction. Instructional coach support via Literacy Coach, Math Coach, and Title 1 personnel on modeling and feedback.

b. Instructional Strategies

1. 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.

Data is reviewed to determine deficiencies and strengths in content areas for Tier 1 monthly. Small groups are assigned for Tier 1,2 or 3 instruction and curriculum is modified to address the needs at each tier. Progress monitoring in any intervention occurs at least bi-weekly and groups are fluid based on the data. I-Ready and Unit Assessments and teacher created formative assessments are implemented and reviewed routinely to align student performance with current grade/skill level. Additional practice supports moving students to mastery of content. Strategies, as indicated by student need, are implemented to minimize deficiencies and to maximize strengths. Throughout the day assignments are differentiated during small group and center time.

2. 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: 1,360

A Reading Clinic will be established to provide intensive instruction in decoding skills utilizing Sonday. Students in grades 1 and 2 will be identified for participation through unit assessment data and iReady. Computer programming will be included, as well as comprehension strategies. Students in grades 3-5 will be identified in need of remediation or enrichment based on Unit Tests and I-Ready data as well.

Strategy Rationale

Based on the data received from student assessments a variety of materials will be used to meet the diverse needs of all of our students. Instructional practices will vary from grade to grade based on our students' needs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Koziel, Elaine, elaine.koziel@indianriverschools.org

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

Weekly, monthly and quarterly progress monitoring based on intervention assessments
Unit Assessments monitoring by reading and math coaches and leadership team. In addition, pre and post assessments of reading clinic students will be evaluated for growth. Formative and summative assessments from each program.

Strategy: After School Program

Minutes added to school year: 1,500

6 week intensive program that will provide students with additional support in preparing for high stakes testing in math. Small groups of no more than 10 students will concentrate on different FSA tested strands each week. Students will be engaged in hands-on lessons which cover tested strands, embedding a focus on FSA math vocabulary and reading in the content area, building comprehension strategies.

Strategy Rationale

Students who are unsuccessful in Tier 1 curriculum may need additional time in math concepts and reading strategies in order to overcome deficits. For this reason small group, direct explicit instruction model is utilized in research based curriculum

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Hassler-Jones, Sonja, sonja.hassler-jones@indianriverschools.org

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

Weekly strand based assessments.
Math Benchmarks
FSA Data

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Currently at Citrus Elementary, we invite our Head Start children and parents to an annual Orientation prior to the opening day of school. Parents and children visit the Kindergarten classrooms and take a tour. We have two head start classrooms housed on-campus. These programs feed directly into the district at large. Pre- kindergarten students housed at Citrus Elementary are included in on-campus activities that support the community and help build our relationship with the Headstart Program. All Head Start students and parents are always invited to attend any/all Title 1 Family Nights during the year.

b. College and Career Readiness

1. 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

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

N/A

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

NA

4. 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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step S123456 = Quick Key

Strategic Goals Summary

G1. If Citrus Elementary uses data to drive all instruction then student achievement will increase.

G2. If Citrus Elementary builds a positive culture and climate then student achievement will increase.

Strategic Goals Detail

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

G1. If Citrus Elementary uses data to drive all instruction then student achievement will increase. 1a

G094359

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	60.0
ELA Achievement District Assessment	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers depth of knowledge on how to use data to drive instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title Funding
- Literacy Coach/ 1- Title Resource Teachers
- Fundations
- Wonders Curriculum
- Collins Writing
- Smartboard Interactive Lessons
- CPalms/iCPalms
- Authentic Text (chapter books)
- Professional Dialogue in regards to Standards/Unpacking
- i-Ready (reading)
- 3x week grade level collaborative planning
- Thinking Maps
- District and school based PD based on instructional need and SIP goals
- Junior Great Books
- Close Read 4 Square Assessment

Plan to Monitor Progress Toward G1. 8

FSA, unit tests, I-Ready diagnostics, professional development, and coaching in classrooms.

Person Responsible
Susanna DiDomizio

Schedule
Every 3 Weeks, from 9/11/2017 to 9/11/2017

Evidence of Completion
Mastery of content areas as demonstrated with a score of 60% or better on FSA scoring 3 or above and 60% making gains. Differentiated lesson plans and coaching logs.

G2. If Citrus Elementary builds a positive culture and climate then student achievement will increase. 1a

G094360

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Gains	60.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of student and teacher celebrations for success in a variety of ways

Resources Available to Help Reduce or Eliminate the Barriers 2

- Go Math curriculum
- 4 Square Journal with High order thinking questions
- Moby Max
- Citrus Home Page - Technology - Virtual Math Lab
- Math Centers
- Before/After School Tutoring/Math Camp
- Math Coaches - Title 1 Resource
- Title 1 Funding
- Smartboards/Interactive Lessons
- CPalms
- Collaboration with colleagues at Common Planning 3 days a week
- MAFS/Test Item Specs per grade level
- Collins Writing
- FASTT Math

Plan to Monitor Progress Toward G2. 8

We will use the student, staff and parent survey at the end of the year to determine if this goal has been successful.

Person Responsible
Kimberly Garcia

Schedule
Annually, from 4/6/2018 to 5/11/2018

Evidence of Completion
Student and staff attendance is in the exceeding range for school report card. Customer satisfaction is at an A. Overall student achievement levels are at 60% or above as demonstrated through I-ready and FSA.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step S123456 = Quick Key

G1. If Citrus Elementary uses data to drive all instruction then student achievement will increase. 1

G094359

G1.B8 Teachers depth of knowledge on how to use data to drive instruction 2

B253385

G1.B8.S1 Provide professional development and administrative run data chats to help teachers make informed decisions. 4

S267543

Strategy Rationale

To improve Tier 1 instruction decision making and differentiation.

Action Step 1 5

Data chats for I-ready scores, Tier 2 groups, Unit Assessments

Person Responsible

Susanna DiDomizio

Schedule

Every 3 Weeks, from 9/19/2017 to 5/15/2018

Evidence of Completion

Data chats logs which will include data, next steps, barriers and successes.

Action Step 2 5

Initial Data PD with district personnel to help drive instructions

Person Responsible

Kimberly Garcia

Schedule

On 8/23/2017

Evidence of Completion

Administrative walk throughs to observe standards based instruction and differentiated grouping.

Action Step 3 5

Using I-Ready Data to make informed decisions on small group instruction

Person Responsible

Kimberly Garcia

Schedule

Quarterly, from 10/17/2017 to 5/8/2018

Evidence of Completion

I-Ready scores increase

Action Step 4 5

Thinking Maps Training

Person Responsible

Susanna DiDomizio

Schedule

On 8/11/2017

Evidence of Completion

Students application of Thinking Maps

Action Step 5 5

Provide explicit professional development and support for teachers monthly

Person Responsible

Kimberly Garcia

Schedule

Monthly, from 9/18/2017 to 2/26/2018

Evidence of Completion

Use of skill taught in the PD i.e Formative Assessments, Differentiation, Reading Strategies, Accountable Talk

Action Step 6 5

Data Wall by Grade and specific to student

Person Responsible

Susanna DiDomizio

Schedule

Monthly, from 9/19/2017 to 5/4/2018

Evidence of Completion

Students will make gains out of the bottom quartile and grade levels will show gains in achievement in ELA and Math

Action Step 7 5

After School Academies for students in grades 1-5

Person Responsible

Schedule

Weekly, from 10/10/2017 to 5/1/2018

Evidence of Completion

Students participating in enrichment or remediation will show an increase in achievement on Unit Tests, I-Ready and Progress monitoring.

Action Step 8 5

Provide mentoring for all new teachers

Person Responsible

Susanna DiDomizio

Schedule

Monthly, from 8/4/2017 to 5/1/2018

Evidence of Completion

Logs of meetings between individual mentors and mentees, agendas from meetings

Action Step 9 5

Walk through by Administration

Person Responsible

Kimberly Garcia

Schedule

Biweekly, from 8/17/2017 to 5/11/2018

Evidence of Completion

Grows and Glows sheets with immediate written feedback

Action Step 10 5

Coaching in the classroom

Person Responsible

Elaine Koziel

Schedule

Monthly, from 9/11/2017 to 5/1/2018

Evidence of Completion

Coaching log for math or reading which includes when modeling, co-teaching and planning was done and reviewed data to determine increase in assessments.

Action Step 11 5

In addition to the 3x weekly collaborative meetings provide 4 hrs. quarterly collaborative planning time. This is a time to develop and provide clear expectations on design and implementation of standards based instruction during core Tier 1 time.

Person Responsible

Kimberly Garcia

Schedule

Weekly, from 8/22/2017 to 5/10/2018

Evidence of Completion

Weekly meeting agendas and sign ins;

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Written reflection and discussion of outcomes based on the outcomes as seen in faculty meetings, professional development, coaching sessions, mentoring sessions and classroom walk-throughs.

Person Responsible

Kimberly Garcia

Schedule

Monthly, from 9/11/2017 to 5/11/2018

Evidence of Completion

Lesson plans, observations, written reflection after PD as exit tickets, discussion of outcomes, teacher collaboration, sign in sheets, student scores on assessments (both formative and summative) will increase as teachers become more familiar and trained to use data to drive all instruction.

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Classroom walkthrough data, state test data, local unit test data and I-Ready data.

Person Responsible

Kimberly Garcia

Schedule

Every 3 Weeks, from 9/11/2017 to 5/11/2018

Evidence of Completion

Walk through anecdotals, collected student work, review of data, evaluations will reflect what is being done for the students to meet success while using data to drive standards based instruction.

G2. If Citrus Elementary builds a positive culture and climate then student achievement will increase. 1

G094360

G2.B8 Lack of student and teacher celebrations for success in a variety of ways 2

B253393

G2.B8.S1 As connections and relationships are made with students, faculty and families student achievement will increase. 4

S267547

Strategy Rationale

If students and staff want to be at school they will try to do their best.

Action Step 1 5

Awards Assemblies

Person Responsible

Kimberly Garcia

Schedule

Quarterly, from 10/27/2017 to 5/21/2018

Evidence of Completion

Certificates for the following items: A/B, A Honor Roll, Perfect Attendance, Most improved, Kid of Character, Best Effort, Super Stinger(Students of Autism Cluster Program/ESE Resource),

Action Step 2 5

Celebrations for students academic, effort and behavior

Person Responsible

Susanna DiDomizio

Schedule

Weekly, from 8/18/2017 to 5/18/2018

Evidence of Completion

Maintain log of students who attend monthly lunch in Courtyard Celebration and shout to all students of the month for character. We will track names/number of students who participate in I-ready Diagnostic mid and end of year celebration for growth. Teacher log of all students who have received a weekly Awesome Gram and Positive Phone Call home. Names recognized on bulletin board for perfect attendance. Decrease in ODR's.

Action Step 3 5

We will create connections with students as they are greeted each morning at the door.

Person Responsible

Susanna DiDomizio

Schedule

Daily, from 8/14/2017 to 5/23/2018

Evidence of Completion

Administrative walk-throughs and student feedback.

Action Step 4 5

We will celebrate staff member accomplishments. Weekly phone calls will be made home to select staff members families to let them know how much we appreciate them. Staff members will also conduct shout outs to those they want to thank for being kind. Whoop Whoop Wagon will be filled with treats to celebrate those staff members recognized. Breakfast and lunches will be provided to recognize the efforts of staff. Get togethers and holiday parties will build a community of teachers who support each other.

Person Responsible

Kimberly Garcia

Schedule

Weekly, from 8/18/2017 to 5/11/2018

Evidence of Completion

Staff attendance will be in the Exceeding range for our school report card. Logs of phone calls home and shout outs.

Action Step 5 5

Principal will create and send a weekly newsletter with updates for the week, positive quotes to ponder and staff shout outs and a curriculum corner, if needed.

Person Responsible

Kimberly Garcia

Schedule

Weekly, from 8/11/2017 to 5/18/2018

Evidence of Completion

Number of viewers who log on to the weekly newsletter.

Plan to Monitor Fidelity of Implementation of G2.B8.S1 6

Check achievement in reading, math, ODR's and attendance and post on data wall.

Person Responsible

Susanna DiDomizio

Schedule

Monthly, from 9/15/2017 to 5/11/2018

Evidence of Completion

Data from focus and walk throughs; behavioral logs from Behavior Intervention Specialist, amount of check-ins/check outs and students on behavior plan. Amount of students receiving awards. Our goal is our attendance will be at 95% or better each day.

Plan to Monitor Effectiveness of Implementation of G2.B8.S1 7

Leadership team and grade level leaders will monitor data to determine the success of implementation of these action steps.

Person Responsible

Susanna DiDomizio

Schedule

Monthly, from 9/11/2017 to 5/11/2018

Evidence of Completion

Leadership team and grade level leaders will have meetings to discuss the findings they see based on the data wall as well as bring back to the team discussions they have had with their grade level about the successes or remain opportunities to grow as a staff and learning community.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B8.S1.A4 A355833	Thinking Maps Training	DiDomizio, Susanna	8/11/2017	Students application of Thinking Maps	8/11/2017 one-time
G1.B8.S1.A2 A355831	Initial Data PD with district personnel to help drive instructions	Garcia, Kimberly	8/23/2017	Administrative walk throughs to observe standards based instruction and differentiated grouping.	8/23/2017 one-time
G1.MA1 M379914	FSA, unit tests, I-Ready diagnostics, professional development, and coaching in classrooms.	DiDomizio, Susanna	9/11/2017	Mastery of content areas as demonstrated with a score of 60% or better on FSA scoring 3 or above and 60% making gains. Differentiated lesson plans and coaching logs.	9/11/2017 every-3-weeks
G1.B8.S1.A5 A355834	Provide explicit professional development and support for teachers monthly	Garcia, Kimberly	9/18/2017	Use of skill taught in the PD i.e Formative Assessments, Differentiation, Reading Strategies, Accountable Talk	2/26/2018 monthly
G1.B8.S1.A7 A355836	After School Academies for students in grades 1-5		10/10/2017	Students participating in enrichment or remediation will show an increase in achievement on Unit Tests, I-Ready and Progress monitoring.	5/1/2018 weekly
G1.B8.S1.A8 A355837	Provide mentoring for all new teachers	DiDomizio, Susanna	8/4/2017	Logs of meetings between individual mentors and mentees, agendas from meetings	5/1/2018 monthly
G1.B8.S1.A10 A355839	Coaching in the classroom	Koziel, Elaine	9/11/2017	Coaching log for math or reading which includes when modeling, co-teaching and planning was done and reviewed data to determine increase in assessments.	5/1/2018 monthly
G1.B8.S1.A6 A355835	Data Wall by Grade and specific to student	DiDomizio, Susanna	9/19/2017	Students will make gains out of the bottom quartile and grade levels will show gains in achievement in ELA and Math	5/4/2018 monthly
G1.B8.S1.A3 A355832	Using I-Ready Data to make informed decisions on small group instruction	Garcia, Kimberly	10/17/2017	I-Ready scores increase	5/8/2018 quarterly
G1.B8.S1.A11 A355840	In addition to the 3x weekly collaborative meetings provide 4 hrs. quarterly collaborative planning...	Garcia, Kimberly	8/22/2017	Weekly meeting agendas and sign ins;	5/10/2018 weekly
G2.MA1 M379923	We will use the student, staff and parent survey at the end of the year to determine if this goal...	Garcia, Kimberly	4/6/2018	Student and staff attendance is in the exceeding range for school report card. Customer satisfaction is at an A. Overall student achievement levels are at 60% or above as demonstrated through I-ready and FSA.	5/11/2018 annually
G1.B8.S1.MA1 M379912	Classroom walkthrough data, state test data, local unit test data and I-Ready data.	Garcia, Kimberly	9/11/2017	Walk through anecdotals, collected student work, review of data, evaluations will reflect what is being done for the students to meet success while using data to drive standards based instruction.	5/11/2018 every-3-weeks
G1.B8.S1.MA1 M379913	Written reflection and discussion of outcomes based on the outcomes as seen in faculty meetings,...	Garcia, Kimberly	9/11/2017	Lesson plans, observations, written reflection after PD as exit tickets, discussion of outcomes, teacher collaboration, sign in sheets, student scores on assessments (both formative and summative) will increase as teachers become more familiar and trained to use data to drive all instruction.	5/11/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B8.S1.A9 A355838	Walk through by Administration	Garcia, Kimberly	8/17/2017	Grows and Glows sheets with immediate written feedback	5/11/2018 biweekly
G2.B8.S1.MA1 M379921	Leadership team and grade level leaders will monitor data to determine the success of...	DiDomizio, Susanna	9/11/2017	Leadership team and grade level leaders will have meetings to discuss the findings they see based on the data wall as well as bring back to the team discussions they have had with their grade level about the successes or remain opportunities to grow as a staff and learning community.	5/11/2018 monthly
G2.B8.S1.MA1 M379922	Check achievement in reading, math, ODR's and attendance and post on data wall.	DiDomizio, Susanna	9/15/2017	Data from focus and walk throughs; behavioral logs from Behavior Intervention Specialist, amount of check-ins/check outs and students on behavior plan. Amount of students receiving awards. Our goal is our attendance will be at 95% or better each day.	5/11/2018 monthly
G2.B8.S1.A4 A355847	We will celebrate staff member accomplishments. Weekly phone calls will be made home to select...	Garcia, Kimberly	8/18/2017	Staff attendance will be in the Exceeding range for our school report card. Logs of phone calls home and shout outs.	5/11/2018 weekly
G1.B8.S1.A1 A355830	Data chats for I-ready scores, Tier 2 groups, Unit Assessments	DiDomizio, Susanna	9/19/2017	Data chats logs which will include data, next steps, barriers and successes.	5/15/2018 every-3-weeks
G2.B8.S1.A2 A355845	Celebrations for students academic, effort and behavior	DiDomizio, Susanna	8/18/2017	Maintain log of students who attend monthly lunch in Courtyard Celebration and shout to all students of the month for character. We will track names/ number of students who participate in I-ready Diagnostic mid and end of year celebration for growth. Teacher log of all students who have received a weekly Awesome Gram and Positive Phone Call home. Names recognized on bulletin board for perfect attendance. Decrease in ODR's.	5/18/2018 weekly
G2.B8.S1.A5 A355848	Principal will create and send a weekly newsletter with updates for the week, positive quotes to...	Garcia, Kimberly	8/11/2017	Number of viewers who log on to the weekly newsletter.	5/18/2018 weekly
G2.B8.S1.A1 A355844	Awards Assemblies	Garcia, Kimberly	10/27/2017	Certificates for the following items: A/B, A Honor Roll, Perfect Attendance, Most improved, Kid of Character, Best Effort, Super Stinger(Students of Autism Cluster Program/ESE Resource),	5/21/2018 quarterly
G2.B8.S1.A3 A355846	We will create connections with students as they are greeted each morning at the door.	DiDomizio, Susanna	8/14/2017	Administrative walk-throughs and student feedback.	5/23/2018 daily

V. Professional Development Opportunities

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

G1. If Citrus Elementary uses data to drive all instruction then student achievement will increase.

G1.B8 Teachers depth of knowledge on how to use data to drive instruction

G1.B8.S1 Provide professional development and administrative run data chats to help teachers make informed decisions.

PD Opportunity 1

Initial Data PD with district personnel to help drive instructions

Facilitator

Kelly Baysura

Participants

Classroom teachers k-5

Schedule

On 8/23/2017

PD Opportunity 2

Using I-Ready Data to make informed decisions on small group instruction

Facilitator

Julie Green

Participants

All classroom teachers K-5

Schedule

Quarterly, from 10/17/2017 to 5/8/2018

PD Opportunity 3

Thinking Maps Training

Facilitator

Melba

Participants

All classroom teachers, including ESE Resource and Administration

Schedule

On 8/11/2017

PD Opportunity 4

Provide explicit professional development and support for teachers monthly

Facilitator

Kim Garcia

Participants

Any staff member who would like to attend

Schedule

Monthly, from 9/18/2017 to 2/26/2018

VI. Technical Assistance Items

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

VII. Budget

1	**G1.B8.S1.A1**	**Data chats for I-ready scores, Tier 2 groups, Unit Assessments**				**$0.00**
2	**G1.B8.S1.A10**	**Coaching in the classroom**				**$0.00**
3	**G1.B8.S1.A11**	**In addition to the 3x weekly collaborative meetings provide 4 hrs. quarterly collaborative planning time. This is a time to develop and provide clear expectations on design and implementation of standards based instruction during core Tier 1 time.**				**$0.00**
4	**G1.B8.S1.A2**	**Initial Data PD with district personnel to help drive instructions**				**$0.00**
5	**G1.B8.S1.A3**	**Using I-Ready Data to make informed decisions on small group instruction**				**$0.00**
6	**G1.B8.S1.A4**	**Thinking Maps Training**				**$0.00**
7	**G1.B8.S1.A5**	**Provide explicit professional development and support for teachers monthly**				**$0.00**
8	**G1.B8.S1.A6**	**Data Wall by Grade and specific to student**				**$0.00**
9	**G1.B8.S1.A7**	**After School Academies for students in grades 1-5**				**$8,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	130-Other Certified Instructional Personnel	0141 - Citrus Elementary School	Title, I Part A		$8,000.00
10	**G1.B8.S1.A8**	**Provide mentoring for all new teachers**				**$0.00**
11	**G1.B8.S1.A9**	**Walk through by Administration**				**$0.00**
12	**G2.B8.S1.A1**	**Awards Assemblies**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7300	510-Supplies	0141 - Citrus Elementary School	General Fund		$0.00
13	**G2.B8.S1.A2**	**Celebrations for students academic, effort and behavior**				**$0.00**
14	**G2.B8.S1.A3**	**We will create connections with students as they are greeted each morning at the door.**				**$0.00**
15	**G2.B8.S1.A4**	**We will celebrate staff member accomplishments. Weekly phone calls will be made home to select staff members families to let them know how much we appreciate them. Staff members will also conduct shout outs to those they want to thank for being kind. Whoop Whoop Wagon will be filled with treats to celebrate those staff members recognized. Breakfast and lunches will be provided to recognize the efforts of staff. Get togethers and holiday parties will build a community of teachers who support each other.**				**$0.00**
16	**G2.B8.S1.A5**	**Principal will create and send a weekly newsletter with updates for the week, positive quotes to ponder and staff shout outs and a curriculum corner, if needed.**				**$0.00**

Total:	**$8,000.00**