Citrus Grove Elementary School

2017-18 Schoolwide Improvement Plan

Citrus Grove Elementary School

729 HAZEN RD, Deland, FL 32720

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

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 PK-5	Yes	74%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

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

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 Volusia 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 Grove 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.

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

b. Provide the school's vision statement.

Eagles do their best and nothing less!

2. School Environment

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

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

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

The school creates an environment where students feel safe throughout the school day. There are school procedures that are put into place through the Positive Behavior Support team. On the first day of school all students and staff view a behavior power-point where procedures and expectations are shared from the first step on to school until they leave in the afternoon. Procedures for walking in lines, behavior on the campus and expectations in the cafeteria are all discussed.

School staff members provide effective monitoring of the campus throughout the school day. Through this visibility, the students have access to adults to express any concerns.

All kindergarten, 1st and 2nd grade students are seen by the guidance counselor during the special area rotation where she discusses various topics that promotes positive behavior and builds a positive school environment. There is a comment box available in the media center where students can report any issues in a non-threatening manner.

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.

The processes and procedures of the school-based Behavior Leadership Team / Positive Behavior Support Team are based upon school behavior data and are implicitly taught and reinforced throughout the year. The membership of the Positive Behavior Support Team is inclusive of all areas

(core instruction, school-way café, special areas, administration) and is supported by Student Services personnel who help to design targeted supports when need is indicated by school data. Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, non-essential announcements and student misconduct being handled immediately and with minimal interruption to instruction.

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 school offers the following non-violence and anti-drug programs:
• Student mentoring program
• Peer mediation program
• Crisis Training program
• Suicide prevention program
• Bullying program
All students are screened for behavioral and social-emotional issues through the electronic report card. Through the screening, the school is able to dis-aggregate data to determine if individual students, classrooms, teachers, grade levels or the school would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student services personnel (i.e., school psychologists, school counselor, and school social workers), provide direct and indirect evidence-based supports to students identified through the screening measure.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

The Early Warning System (EWS) at-risk variables for Citrus Grove Elementary School K-5 are as follows:

* Unweighted GPA below 2.0
* Year to date discipline referrals- two or more for the current school year
* Year to date absences-if absences are below 90%
* Year to date suspensions-one or more for the current school year
* Number of prior school year retention- one or more
* Exceptional Student Education Services
* English Language Learner Services
* ELA or Math Achievement Level of Level 1 from prior school year
* Course failure in ELA or Math during any grading period

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	1	6	2	5	10	12	0	0	0	0	0	0	0	36
One or more suspensions	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	16	17	20	0	0	0	0	0	0	0	53
Previous retention	1	5	3	17	20	13	0	0	0	0	0	0	0	59
Exceptional Student Education services	0	3	2	11	15	12	0	0	0	0	0	0	0	43
English Language Learner services	0	0	0	10	8	10	0	0	0	0	0	0	0	28
Discipline Referrals	1	1	1	0	0	0	0	0	0	0	0	0	0	3

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	6	3	17	21	20	0	0	0	0	0	0	0	69

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

The following intervention strategies are in place for the students on the Early Warning Systems Report:

*Monitor student achievement within the classroom and on district assessments
*Offer after school tutoring for students
*Evaluate success student is having with ESE/ELL instruction
*Monitor attendance-offer incentive for attending
*Conference with parents to ensure student is attending school and tutoring.
*Offer to parents strategies they can do at home to support their child's learning through the use of digital items.
*Provide mentors (Eagle Buddies)

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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/441698.

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

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
Williams, Jennifer	Principal
Lalashuis, Stephanie	Instructional Coach
Martin, Timothy	Instructional Coach
Sullo, Carol	Assistant Principal
Hutchinson, Patricia	Teacher, K-12
Camacho, Widalis	Administrative Support
Greboz, Nicole	Teacher, K-12
Whidden, Kayla	Teacher, K-12
Ruocco, Kelly	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 school-based leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Positive Behavior Support team, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used through PLC's and targets grade level and individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

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 school has a leadership team consisting of the principal, assistant principal, academic coaches, and teacher leaders. This leadership team reviews student progress data, develops intervention and

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

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

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

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

Under Title I Part A
Citrus Grove works with district agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation. Programs supported by Title I at Citrus Grove Elementary include:
• Academic Coach for the purpose of comprehensive staff development
• Supplemental Tutoring before or after school
• Supplemental materials and supplies needed to close the achievement gap
• Supplemental funds for ongoing staff development as determined by the results of FSA data
• Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers.

Title I, Part C- Migrant
The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:
• Translation Services for parent/teacher conferences
• Parental support through parent/student activity nights and workshops on school success
• Medical Assistance through referrals to outside community agencies
• Food Assistance through referrals to food assistance programs

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

Title II
The district receives federal funds to provide access to Professional Development activities for public

and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

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

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

Violence Prevention Programs
The school offers the following non-violence and anti-drug programs:
• Crisis Training Program
• Suicide Prevention Program
• Bullying Program
• Value of the Month Program

Nutrition Programs
Citrus Grove offers a variety of nutrition programs including:
• Free and Reduced Meal Plan
• Wellness Policy School Plan
• Girls on the Run
• Health classes
• Running Club
• Walk a Thon
• Presidential Fitness Club
• Annual Health/Fitness Event - 5K

Housing Programs
N/A

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

Adult Education
N/A

Career and Technical Education
N/A

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Carol Richards	Teacher
Jennifer Williams	Principal
Dr. James Rybinski	Parent
Aimee Huddleston	Business/Community
Charles Longley	Parent
Bess Sharkey	Parent
Nicole Perrino	Parent
Rebecca McGuigan	Parent
Dr. Rajni Shankar-Brown	Business/Community
Widalis Camacho	Teacher
Heather Foley	Education Support Employee
Sharon Mark	Parent
Theresa Wright-Flaherty	Education Support Employee
Teresa Wiebe	Parent
Robin Diedrichs	Teacher
Andrew Fussell	Parent
Carol Sullo	Principal
Dr. Mercedes Tichenor	Business/Community

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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

The SAC reviewed the data from the 2016-2017 FSA Scores and the school improvement plan for the upcoming 2017-18 year. Then, the committee was provided an opportunity for additional suggestions

to add to the current plan. Additionally, the SAC reviewed and gave input on the 2017-18 PIP (Parent Involvement Plan).

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

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

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

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

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.

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
HULSMAN, SAMANTHA	Teacher, K-12
Hutchinson, Patricia	Teacher, K-12
Lalashuis, Stephanie	Teacher, K-12
Williams, Jennifer	Principal
Camacho, Widalis	Teacher, K-12
Sullo, Carol	Assistant Principal

b. Duties

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

The LLT at Citrus Grove will work to support teachers in delivering the core reading curriculum implementing interventions, and enrichment to identified students using differentiated instruction. The team will work to collaborate school book studies based on literacy research and share with school community for best practices in literacy.

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.

Common planning, PLC, Lesson Study, and academic coaching are critical practices to help build positive, collaborative relationships, on our campus among teachers. We also have a positive recognition

board in which teachers display positive statements or encouragements to their peers.

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

The use of academic coaches to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet students needs and encourages the collaborative process. Instructional reviews combined with administrative walk throughs, provide leadership with data to identify areas in which additional follow up coaching is needed. The leadership team which includes coaches meets weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities for exemplary teachers to allow class visits from peers. The coaches work side by side with teachers to enhance instruction.

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

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

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

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

1. Brittanie Hamilton
2. Alexis Simko
3. Kaitlun Scully
4. Nachelly Pena
5. Alia Dekpeyer
6. Billie Sue Nolan
7. Neil Greiner
8. Sarah Brule

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.

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

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.

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

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

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: Summer Program
Minutes added to school year: 5,280

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

Strategy Rationale

Summer programs help maintain academic momentum for students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Lalashuis, Stephanie, salalash@volusia.k12.fl.us

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

Summer school teaching staff
District program specialists monitor the data of all summer programs.

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, § 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.

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

• Kindergarten Orientation/Meet the Teacher was held separately to address the specific needs of incoming students and families. Families received information on school wide procedures and expectations for the upcoming year.

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.

n/a

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.

n/a

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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 Grove Elementary School implements a school wide system for social emotional learning, then positive behaviors will increase.

G2.   If Citrus Grove Elementary School implements standards-aligned instruction, 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 Grove Elementary School implements a school wide system for social emotional learning, then positive behaviors will increase. `1a`

🔍 G095048

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	

Targeted Barriers to Achieving the Goal `3`

- Depth of Knowledge and Implementation

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Professional Development

- Responsive Classroom Resources

- Built In w/ Master Schedule

Plan to Monitor Progress Toward G1. `8`

SIP Progress Monitoring Meeting

Person Responsible
Jennifer Williams

Schedule
On 10/31/2017

Evidence of Completion
SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

Plan to Monitor Progress Toward G1. `8`

SIP Midyear Review

Person Responsible
Carol Sullo

Schedule
On 2/14/2018

Evidence of Completion
Midyear Review in CIMS

Plan to Monitor Progress Toward G1. `8`

Discipline Report & Climate Survey Review

Person Responsible
Carol Sullo

Schedule
Annually, from 5/25/2017 to 7/11/2018

Evidence of Completion
Step Zero for 2018-19 SIP

G2. If Citrus Grove Elementary School implements standards-aligned instruction, then student achievement will increase. `1a`

🔑 G095049

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	70.0
Math Lowest 25% Gains	65.0
FSA ELA Achievement	58.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	50.0
FCAT 2.0 Science Proficiency	82.0
Math Gains	60.0

Targeted Barriers to Achieving the Goal `3`

- Content Knowledge

Resources Available to Help Reduce or Eliminate the Barriers `2`

- administration
- ELL teachers
- ESE teachers
- District ELL staff
- SIPPS Materials
- Early Release Days, Professional Learning Days
- Acaletics materials
- Weekly PLC meetings for all grade levels embedded into contracted hours
- Waterford
- ERI
- ESGI
- Being a Writer Materials
- Extended Common Planning for all Teachers

Plan to Monitor Progress Toward G2. `8`

SIP Progress Monitoring Meeting

Person Responsible
Jennifer Williams

Schedule
On 10/31/2017

Evidence of Completion
SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

Plan to Monitor Progress Toward G2. `8`

SIP Midyear Review

Person Responsible
Jennifer Williams

Schedule
On 2/14/2018

Evidence of Completion
Midyear Review in CIMS

Plan to Monitor Progress Toward G2. `8`

State Assessment Results

Person Responsible
Carol Sullo

Schedule
Annually, from 5/25/2018 to 5/25/2018

Evidence of Completion
Step Zero for 2018-2019 SIP

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 Grove Elementary School implements a school wide system for social emotional learning, then positive behaviors will increase. 1

🔑 G095048

G1.B1 Depth of Knowledge and Implementation 2

🔑 B255828

G1.B1.S1 Provide professional learning on Responsive Classroom and implement common language and behavior expectations. 4

🔑 S270393

Strategy Rationale

When teachers have a better understanding of students social and emotional skills, they will be able to respond more appropriately and increase student achievement. When students have a universal understanding of common language and behavior expectations, they will be more successful within the classroom and student achievement will increase.

Action Step 1 5

Provide professional learning for all staff

Person Responsible

Jennifer Williams

Schedule

Weekly, from 8/8/2017 to 5/30/2018

Evidence of Completion

Agendas, Sign in Sheets, Surveys

Action Step 2 5

Small school based team will attend a 4 day Responsive Classroom Training

Person Responsible

Stephanie Lalashuis

Schedule

On 5/30/2018

Evidence of Completion

Certificate of Completion

Action Step 3 5

Develop model classrooms using Responsive Classroom strategies to provide opportunities for peer observations.

Person Responsible

Jennifer Williams

Schedule

Weekly, from 8/1/2017 to 5/30/2018

Evidence of Completion

Coaching Notes, Videos, Walk-Throughs

Action Step 4 5

Provide follow up training to all faculty members during PLC's and faculty meetings.

Person Responsible

Stephanie Lalashuis

Schedule

On 5/30/2018

Evidence of Completion

Faculty Agendas, PLC Agendas and Minutes

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

Track professional learning determine completion

Person Responsible

Jennifer Williams

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

surveys, walk-throughs, sign in sheets

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

Review small team of responsive Classroom Training Attendance

Person Responsible

Stephanie Lalashuis

Schedule

On 5/31/2018

Evidence of Completion

Completion certificate

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

Coach provides follow up support to ensure implementation of training.

Person Responsible

Stephanie Lalashuis

Schedule

Monthly, from 8/9/2017 to 6/1/2018

Evidence of Completion

coaching cycles, walk-through evidence, videos

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

Analyze collected data and discuss the impact at monthly SLT Meetings

Person Responsible

Carol Sullo

Schedule

Weekly, from 8/8/2017 to 5/31/2018

Evidence of Completion

Learning Walks, Discipline Data, DPP Conferences

G2. If Citrus Grove Elementary School implements standards-aligned instruction, then student achievement will increase. 1

🔑 G095049

G2.B1 Content Knowledge 2

🔑 B255831

G2.B1.S1 Develop knowledge and skills for standards aligned instruction and improve implementation of core actions. 4

🔑 S270394

Strategy Rationale

If knowledge and skills for standards aligned instruction are developed, then student achievement will increase.

Action Step 1 5

Teams will determine professional learning needs by holding grade level PLC meeting.

Person Responsible

Stephanie Lalashuis

Schedule

On 8/31/2017

Evidence of Completion

Spreadsheet w/ ERPL Learning Tracks

Action Step 2 5

All teachers will participate in the VCS Professional Learning Plan

Person Responsible

Jennifer Williams

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

MyPGS, Sign in Sheets, Implementation of Learning

Action Step 3 `5`

Provide additional support for collaboration and planning during PLC's.

Person Responsible

Stephanie Lalashuis

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Minutes, data collected from walk throughs

Action Step 4 `5`

Implement the knowledge and skills learned during each professional learning session.

Person Responsible

Jennifer Williams

Schedule

Daily, from 9/1/2017 to 6/1/2018

Evidence of Completion

Walk throughs, teacher evaluations, coaching logs, professional learning cycles

Action Step 5 `5`

Monitor and provide feedback as needed after each professional learning session.

Person Responsible

Stephanie Lalashuis

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Coaching logs, classroom walk throughs, PLC minutes

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

Academic coaches will provide follow up support to ensure implementation of the professional learning

Person Responsible

Stephanie Lalashuis

Schedule

Weekly, from 9/6/2017 to 6/1/2018

Evidence of Completion

coaching notes; outlook calendar

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

SLT will conduct data walks

Person Responsible

Carol Sullo

Schedule

Monthly, from 10/1/2017 to 6/1/2018

Evidence of Completion

SLT Minutes, Data Collected during the walks

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

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

Person Responsible

Jennifer Williams

Schedule

Monthly, from 8/18/2017 to 6/1/2018

Evidence of Completion

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

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					
G2.B1.S1.A1 A361987	Teams will determine professional learning needs by holding grade level PLC meeting.	Lalashuis, Stephanie	8/31/2017	Spreadsheet w/ ERPL Learning Tracks	8/31/2017 one-time
G1.MA1 M386792	SIP Progress Monitoring Meeting	Williams, Jennifer	10/31/2017	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	10/31/2017 one-time
G2.MA1 M386798	SIP Progress Monitoring Meeting	Williams, Jennifer	10/31/2017	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	10/31/2017 one-time
G1.MA2 M386793	SIP Midyear Review	Sullo, Carol	2/14/2018	Midyear Review in CIMS	2/14/2018 one-time
G2.MA2 M386799	SIP Midyear Review	Williams, Jennifer	2/14/2018	Midyear Review in CIMS	2/14/2018 one-time
G2.MA3 M386800	State Assessment Results	Sullo, Carol	5/25/2018	Step Zero for 2018-2019 SIP	5/25/2018 annually
G1.B1.S1.A1 A361983	Provide professional learning for all staff	Williams, Jennifer	8/8/2017	Agendas, Sign in Sheets, Surveys	5/30/2018 weekly
G1.B1.S1.A2 A361984	Small school based team will attend a 4 day Responsive Classroom Training	Lalashuis, Stephanie	6/13/2017	Certificate of Completion	5/30/2018 one-time
G1.B1.S1.A3 A361985	Develop model classrooms using Responsive Classroom strategies to provide opportunities for peer...	Williams, Jennifer	8/1/2017	Coaching Notes, Videos, Walk-Throughs	5/30/2018 weekly
G1.B1.S1.A4 A361986	Provide follow up training to all faculty members during PLC's and faculty meetings.	Lalashuis, Stephanie	8/14/2017	Faculty Agendas, PLC Agendas and Minutes	5/30/2018 one-time
G1.B1.S1.MA1 M386788	Analyze collected data and discuss the impact at monthly SLT Meetings	Sullo, Carol	8/8/2017	Learning Walks, Discipline Data, DPP Conferences	5/31/2018 weekly
G1.B1.S1.MA1 M386789	Track professional learning determine completion	Williams, Jennifer	9/1/2017	surveys, walk-throughs, sign in sheets	5/31/2018 weekly
G1.B1.S1.MA3 M386790	Review small team of responsive Classroom Training Attendance	Lalashuis, Stephanie	6/26/2017	Completion certificate	5/31/2018 one-time
G1.B1.S1.MA4 M386791	Coach provides follow up support to ensure implementation of training.	Lalashuis, Stephanie	8/9/2017	coaching cycles, walk-through evidence, videos	6/1/2018 monthly
G2.B1.S1.MA1 M386795	Monitor Classroom instruction to assess progress towards our SIP, meet with the SLT weekly to...	Williams, Jennifer	8/18/2017	Classroom observation data, VXT's in all subject areas, FAIR Reports, FSA Data	6/1/2018 monthly
G2.B1.S1.MA1 M386796	Academic coaches will provide follow up support to ensure implementation of the professional...	Lalashuis, Stephanie	9/6/2017	coaching notes; outlook calendar	6/1/2018 weekly
G2.B1.S1.MA2 M386797	SLT will conduct data walks	Sullo, Carol	10/1/2017	SLT Minutes, Data Collected during the walks	6/1/2018 monthly
G2.B1.S1.A2 A361988	All teachers will participate in the VCS Professional Learning Plan	Williams, Jennifer	9/1/2017	MyPGS, Sign in Sheets, Implementation of Learning	6/1/2018 monthly
G2.B1.S1.A3 A361989	Provide additional support for collaboration and planning during PLC's.	Lalashuis, Stephanie	9/1/2017	Minutes, data collected from walk throughs	6/1/2018 weekly
G2.B1.S1.A4 A361990	Implement the knowledge and skills learned during each professional learning session.	Williams, Jennifer	9/1/2017	Walk throughs, teacher evaluations, coaching logs, professional learning cycles	6/1/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A5 A361991	Monitor and provide feedback as needed after each professional learning session.	Lalashuis, Stephanie	9/1/2017	Coaching logs, classroom walk throughs, PLC minutes	6/1/2018 weekly
G1.MA3 M386794	Discipline Report & Climate Survey Review	Sullo, Carol	5/25/2017	Step Zero for 2018-19 SIP	7/11/2018 annually

V. Professional Development Opportunities

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

G1. If Citrus Grove Elementary School implements a school wide system for social emotional learning, then positive behaviors will increase.

G1.B1 Depth of Knowledge and Implementation

G1.B1.S1 Provide professional learning on Responsive Classroom and implement common language and behavior expectations.

PD Opportunity 1

Provide professional learning for all staff

Facilitator

Responsive Classroom Team

Participants

ALL STAFF

Schedule

Weekly, from 8/8/2017 to 5/30/2018

PD Opportunity 2

Small school based team will attend a 4 day Responsive Classroom Training

Facilitator

Responsive Classroom Representative

Participants

4-5 staff members

Schedule

On 5/30/2018

G2. If Citrus Grove Elementary School implements standards-aligned instruction, then student achievement will increase.

G2.B1 Content Knowledge

G2.B1.S1 Develop knowledge and skills for standards aligned instruction and improve implementation of core actions.

PD Opportunity 1

All teachers will participate in the VCS Professional Learning Plan

Facilitator

District ELA Staff, Coaches, Teacher Leaders

Participants

Instructional Staff

Schedule

Monthly, from 9/1/2017 to 6/1/2018

VII. Budget

1	G1.B1.S1.A1	**Provide professional learning for all staff**				**$23,400.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			7981 - Citrus Grove Elementary School			$21,000.00
			7981 - Citrus Grove Elementary School	Title I, Part A		$2,400.00
2	G1.B1.S1.A2	**Small school based team will attend a 4 day Responsive Classroom Training**				**$0.00**
3	G1.B1.S1.A3	**Develop model classrooms using Responsive Classroom strategies to provide opportunities for peer observations.**				**$0.00**
4	G1.B1.S1.A4	**Provide follow up training to all faculty members during PLC's and faculty meetings.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		130-Other Certified Instructional Personnel	7981 - Citrus Grove Elementary School			$0.00
			Notes: Reading Coach			
		130-Other Certified Instructional Personnel	7981 - Citrus Grove Elementary School			$0.00
			Notes: Math Coach			
5	G2.B1.S1.A1	**Teams will determine professional learning needs by holding grade level PLC meeting.**				**$0.00**

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			7981 - Citrus Grove Elementary School	Title I, Part A		$0.00
			Notes: Reading Coach Salary, Stephanie Lalashuis			
6	**G2.B1.S1.A2**	**All teachers will participate in the VCS Professional Learning Plan**				**$10,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			7981 - Citrus Grove Elementary School	Title I, Part A		$10,000.00
7	**G2.B1.S1.A3**	**Provide additional support for collaboration and planning during PLC's.**				**$10,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			7981 - Citrus Grove Elementary School			$10,000.00
8	**G2.B1.S1.A4**	**Implement the knowledge and skills learned during each professional learning session.**				**$0.00**
9	**G2.B1.S1.A5**	**Monitor and provide feedback as needed after each professional learning session.**				**$0.00**
					Total:	**$43,400.00**