Citrus Grove K 8 Center

2017-18 Schoolwide Improvement Plan

Citrus Grove K 8 Center

2121 NW 5TH ST, Miami, FL 33125

http://citrusgrovee.dadeschools.net/

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)
Combination School PK-8	Yes	97%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	D	C*	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 Dade County School Board.

SIP Authority and Template

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 K 8 Center

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.

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

b. Provide the school's vision statement.

Citrus Grove Elementary School is committed to providing educational excellence for all.

2. School Environment

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

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

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

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

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.

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

Instruction as alternatives to suspension. It has been suggested to all classroom teachers that Classroom DoJo be implemented as a classroom management tool.

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.

There are resources available at school to assist students and families in need of socio-emotional support. Our school has a full-time Counselor as well as a School Psychologist available three times per week and a School Social Worker available one day per week and on call as needed. Families can receive assistance at the school and/or obtain information as to how to access services in our community via our website or by contacting Student Services at our school. In addition, many of our faculty and staff serve as mentors to selected students. A request will be made to solicit hourly funding for an additional counselor to be available five hours daily to increase our school's ability to provide support to our students and their families.

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.

Administrators and Student Services personnel are assisted by Faculty and Staff representatives in the implementation of our school's Early Warning System for students and families in need of assistance.

The following indicators are monitored weekly:
•Attendance below 90 percent, regardless of whether absences are excused or unexcused.
•One or more indoor suspensions.

The following indicator is monitored when Interim Progress Reports and Report Cards are distributed:
•Course failure in English Language Arts and/or Mathematics

The following indicator is monitored annually:
•A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	6	8	16	10	15	0	0	0	0	0	0	0	55
Level 1 on statewide assessment	0	5	37	57	56	50	0	0	0	0	0	0	0	205

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	0	9	30	25	59	44	0	0	0	0	0	0	0	167

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

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

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

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

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

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?
No

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

2. Description

In an effort to bridge the communication gap between the school and home, the Community Involvement Specialist (CIS) hosts monthly meetings for parents. The primary focus of these meetings is to forge partnerships with parents, providing a clearer understanding of the inner workings of curriculum and instruction. The Community Involvement Specialist assists and encourages parents to volunteer and work collaboratively to create an environment of trust and respect. The Parent Resource Center is available to parents daily and provides a safe setting where information and assistance can be obtained. Connect-Ed messages, monthly calendars, and the school website are avenues of communication to keep parents informed of school events and activities throughout the school year.

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.

Citrus Grove Elementary School is proud to be the first in our school district to partner with the Miami Marlins, the Marlins Foundation and Marlins Ayudan. We also partner with the Kiwanis of Little Havana, Casa Faroy and Ibiley. The school leadership strives to build meaningful relationships with partner

organizations by communicating throughout the school year. Our collaborative efforts provide opportunities for volunteers to work directly with students and teachers in order to increase learning gains and improve school programs.

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
Savigne, Jennifer	Principal
Rodriguez, Maria	Assistant Principal
Puns, Belkis	Assistant Principal
Gil, Ana	Instructional Coach
Tano, Michelle	Instructional Coach
Downs, Gladys	Teacher, K-12
Herrera, Michelle	Teacher, K-12
Moseley, Mark	Teacher, K-12
Naylor-souto, Eleanor	Teacher, K-12
Orue, Ariadna	Teacher, K-12
Cadieux, Marcea	Teacher, ESE
Cea, Natalia	School Counselor
Tamargo, Mayra	Instructional Media
Vega, Leticia	Instructional Technology
Aleman, Blanca	Other

b. Duties

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

Tier 1 (Leadership Team)
The Literacy Leadership Team (LLT) at Citrus Grove Elementary School will meet monthly. The team will analyze data and look for data trends. The team will adjust curriculum and provide strategies for differentiated instruction. In addition, the LLT will make decisions regarding targeted professional development in order to identify and develop interventions. The LLT will maintain a connection to the school's MTSS/RtI process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of support is present and effective throughout all grade levels.

Tier 2
Selected members of the MTSS Leadership Team including an administrator, Literacy Coach, Guidance Counselor, Teacher and School Psychologist will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected, other teachers will be involved, when needed, to provide information or revise efforts.

Tier 3 SST

Selected members of the Leadership Team, including the ESE Program Specialist, Tier 2 Team, and parent/guardian, make up the Tier 3 SST Problem Solving Team.

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 MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavior data to evaluate progress toward those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four-step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response. (MTSS problem solving process and monitoring of instruction.)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are receiving appropriate supplemental Tier 2 interventions. Gather ongoing progress monitoring (OPM) for all interventions and analyze data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students for SST Tier 3 intervention.

The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End-of-Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, the trend data across grade levels from previous years is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP does

not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to student performance and engagement in later grades.

Title 1, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy and/or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School-based, Title I funded Community Involvement Specialists (CIS), serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision-making processes at the school site. Transformation Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent and Family Involvement Plan (PFEP), the school improvement process, and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. Every effort is made to inform parents of the importance of this survey via the CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy (at schools and at District meetings) for parents to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS; and special support services for special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C - Migrant
Citrus Grove Elementary School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after school, and summer school by the Title I, Part C, Migrant Education Program.

Title II
The District uses supplemental funds at Citrus Grove Elementary School for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and recently arrived immigrant children and youth by providing funds to implement and/or provide:
• tutorial programs (Grades 3 - 5)
• parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers (K-5)
• reading and supplementary instructional materials (K-5)
• cultural supplementary instructional materials (K-5)
• supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science.
• Cultural activities through the Cultural Academy for New Americans (CANA) for eligible recently arrived, foreign born students. The above services will be provided should funds become available for the 2017-2018 school year and should the FLDOE approve the application(s).

Title X- Homeless
Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all services they are entitled to:
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated based on their status as homeless and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools each school is provided a video and curriculum manual, and a contest is sponsored by the Homeless Trust.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school-based homeless coordinator to be trained on the McKinney-Vento Law, ensuring appropriate services are provided to homeless students.

Citrus Grove Elementary refers any student who is homeless to Project Upstart for assistance with transportation, emergency shelter, and social services. The Assistant Principal, Counselor, and Registrar are the persons responsible for contacting the District and enabling communication between the family and Project Upstart representatives.

Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and elementary counselors.
• Training and technical assistance for elementary teachers, administrators and counselors are also components of this program.

District Policy Against Bullying and Harassment
• Miami-Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students. and parents/Volunteers MUST receive training on an annual basis.
• Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K through Grade 5 (for elementary schools).

Citrus Grove Elementary offers a non-violence and anti-drug program to students that incorporates classroom lessons, and utilizes the incentive program "Do the Right Thing" to build citizenship.

Nutrition Programs
1) Citrus Grove Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after-school care snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Other
HIV/AIDS Curriculum: AIDS: Get the Facts!
AIDS: Get the Fact! is a curriculum that provides a series of general objectives, lesson, activities and resources for providing HIV/AIDS instruction in grades K-5.

Miami Lighthouse / Heiken Children's Vision Program
Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Alma Dennis	Teacher
Sharon M. Johnson	Principal
Lourdes Calvo	Parent
Haydee Flores	Parent
Humberto Moncada	Parent
Fatima Moran	Parent
Luis Crucet	Parent
Irma Reynoso	Parent
Megan Alonso	Teacher
Gladys Downs	Teacher
Linda Oldenburg	Teacher
Ariadna Orue	Teacher
Elsa Payne	Teacher
Maria Peiro	Teacher
Leonor Rodriguez	Teacher
Blanca Aleman	Education Support Employee
Reyna Blandon-Lopez	Education Support Employee
Teresa Guedes	Education Support Employee
Ethan Betancourt	Student
Donald Zamora	Student
Eddy Barea	Business/Community
Juan Martinez	Business/Community
Angela Smith	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

Each grade level was given the assignment to review the School Improvement Plan goals and discuss results including available data. Teachers were to determine which strategies were effective and which were not. Based on these discussions, each grade level made recommendations for the 2017-2018 school year. These recommendations were presented to the Educational Excellence School Advisory Council (EESAC) and the full faculty to provide additional opportunities for teacher and staff input.

b. Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) facilitated and reviewed the 2016-2017 End-of Year-Review, establishing which strategies were successful as well as other suggestions that could be utilized for the 2017-2018 school year. Members of the EESAC contributed to the writing, reviewing and/or approving of the 2017-2018 School Improvement Plan.

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

At the 2016-2017 End-of-Year Review, the EESAC provided input as to budget priorities for the 2017-2018 school year. Priorities included making provisions for tutoring and intervention funds, as members felt these expenditures were imperative to our school's improvement.

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

Last year, the EESAC funds were utilized to meet the goals of the 2016-2017 School Improvement Plan as follows:

Internal Funds Account - 2999.00
This account was used for tutoring/testing snacks, field trips and student incentives.

Purchase of Accelerated Reader Program

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
Savigne, Jennifer	Principal
Cadieux, Marcea	Teacher, ESE
Gil, Ana	Teacher, K-12
Naylor-souto, Eleanor	Teacher, K-12
Tamargo, Mayra	Instructional Media
Tano, Michelle	Teacher, K-12
Puns, Belkis	Assistant Principal
Vega, Leticia	Paraprofessional
Downs, Gladys	Teacher, K-12
Rodriguez, Maria	Assistant Principal

b. Duties

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

The Literacy Leadership Team (LLT) will ensure that time is provided for professional development and subject area meetings. The following opportunities allows principals to meet with teachers and provide professional development: (1) bi-monthly faculty meetings, (2) two designated professional development days annually and (3) weekly early release days for elementary teachers. Additionally, the LLT may provide release time for teachers to visit and observe other master teachers as a source of professional development. Options for professional development may include, but not be limited to, study groups, collaborative teams, peer observations, demonstrations, coaching, mentoring and

visiting model classrooms. Professional development opportunities will be individualized based on student performance data and professional development needs of teachers.

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.

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

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

Teachers serving as Temporary Instructors for Teachers on Leave or as Daily Substitutes are monitored for effectiveness and possible employment. Student Teachers are invited to do their internships at our school in hopes of offering them future employment. Additionally, partnering new teachers with veteran staff facilitates the sharing of best practices.

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

Mentor teachers who have been trained by the district's MINT program are assigned a beginning teacher. Beginning teachers receive from mentor teachers during planning and/or before and after school. This collaborative platform allows peers to discuss instructional strategies and share effective management techniques with mentees. In addition, time is allotted for peer classroom visits and observation.

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.

In order to ensure our core instructional programs and materials are aligned to Florida Standards, Citrus Grove Elementary utilizes District Pacing Guides, state adopted textbooks (Wonder, Wonderworks, Go Math), and collaborative planning sessions. Our school affords ongoing opportunities for teachers to unpack the Florida Standards through job-embedded professional development. Pedagogical discourse during common planning sessions promotes opportunities for clarifications of misunderstanding of the Florida Standards.

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.

The school utilizes data on a continuous basis to monitor student progress and make informed instructional decisions. Student scores on i-Ready Diagnostic Assessments, bi-weekly and topic assessments are used to identify groups of students who require additional instruction to master standards. Groups are fluid and student participation is based on individual student performance. Teachers dedicate instructional time to meet with different groups of students to reteach as needed. Teachers modify and/or supplement instruction to help students gain greater understanding and mastery.

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: 10,320

Additional instruction is offered before and after school to students in grades 3-5 who fall in the Lowest 25% in Reading and/Mathematics, or score below grade level proficiency on i-Ready Diagnostic Assessments. Students with ESOL Levels 1-4 are also targeted for additional instruction outside of the regular school schedule.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Puns, Belkis , belkispuns@dadeschools.net

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

A pre/post test is utilized to determine the effectiveness of the after school program as measured by the gains in percentage points.

Strategy: After School Program

Minutes added to school year: 38,500

21st Century Grant provides free tutoring and enrichment to students from 1:50 pm to 5:30 pm every school day.

Strategy Rationale

Provide increased opportunities for students to access extended day learning and enrichment sessions.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Savigne, Jennifer, pr0801@dadeschools.net

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

Individualized student performance data will be used to determine effectiveness. As part of our grant, effectiveness will also be determined by measurements taken by outside agency.

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.

Title I Administration assists Citrus Grove Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. Prior to Kindergarten, all students in the VPK and Inclusion general education program are assessed in the areas of Print Knowledge, Phonological Awareness, Oral Language/ Vocabulary, and Math utilizing the VPK assessment three times a year: Pre, Mid, and Post assessment, for all VPK and Role Model students in the program. SPED students in the Reverse Mainstream and Inclusion Programs utilize the BDI developmental assessment tool to assess/review areas of Adaptive, Social-Emotional, and communication for students entering and exiting the program. The PELI assessment is utilized to assess Print/Letter Knowledge, Word Awareness, Writing, Alliteration, Rhyme Awareness, Segmenting/Blending, and Concepts of Print, three times a year: Pre, Mid, and Post assessment for all transitioning SPED students in the Reverse Mainstream and Inclusion program. A Guide for Documentation of Student Progress is also utilized for monitoring all SPED Pre-K students in the Reverse Mainstream and Inclusion program in the areas of Cognitive, Social-Emotional, Adaptive, Motor, and Communication in conjunction to SPED students Individualized Educational Plan goals. A Curriculum-Based Measurement Progress Report is also utilized three times a year to monitor and track students level of functioning of their chronological age compared to their age of functioning three times a year for all Pre-K SPED students in the Reverse

Mainstream and Inclusion Programs. All Pre-K teachers in the VPK, Inclusion, and Reverse Mainstream Programs utilize the FELDS (Florida Early Learning Developmental Standards) for 4 years old to develop appropriate developmental practices when planning and using the objectives from the FELDS. The data derived from these assessments was used to plan instruction and determine the need for interventions. Core academic and behavioral instruction is based on data and includes social skills instruction. Screening Tools will be administered mid year and at the end of the year. The Assistant Principal and kindergarten teachers will be responsible for disaggregating the data to determine students' acquisition of specific skills and knowledge. Students identified with low readiness rates will be provided with additional individualized instruction and i-Ready and/or Wonderworks Interventions by the homeroom teacher. Parents will be advised if their child is in need of this type of instruction and will be provided with recommended strategies for them to implement at home in order to assist their child. The program's effectiveness will be monitored by teacher observation of the student as well as by in-school or in-classroom assessments. Funding for this program comes from the district's Title I Office and the Division of Early Childhood Education.

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, 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 core instruction is improved in all content areas, 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 core instruction is improved in all content areas, then student achievement will increase. `1a`

`🔑 G097123`

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	61.0
ELA/Reading Gains	54.0
ELA/Reading Lowest 25% Gains	61.0
FSAA ELA Achievement	53.0
FAA Writing Proficiency	77.0
Literacy Rate - Kindergarten	87.0
Literacy Rate - Grade 1	40.0
Literacy Rate - Grade 2	61.0
Kindergarten Readiness - FLKRS-WSS	41.0
FSA Mathematics Achievement	32.0
Math Gains	33.0
Math Lowest 25% Gains	33.0
FSAA Mathematics Achievement	50.0
FCAT 2.0 Science Proficiency	33.0
FSAA Science Achievement	50.0

Targeted Barriers to Achieving the Goal `3`

- Inconsistent implementation and delivery of differentiated small group instruction

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

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Jennifer Savigne

Schedule

Quarterly, from 10/9/2017 to 3/16/2018

Evidence of Completion

Formative: Results from Pre-Test and Midyear Writing and Science Assessments, Results from i-
Ready Diagnostic Assessments Summative: Results from 2018 FSA English Language Arts, FSA
Mathematics and Statewide Science Assessment (SSA)

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 core instruction is improved in all content areas, then student achievement will increase. [1]

🔍 G097123

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

🔍 B261259

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

🔍 S276588

Strategy Rationale

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

Action Step 1 [5]

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

Person Responsible

Belkis Puns

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Sign-in Sheets, Agendas, and Handouts

Action Step 2 [5]

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

Person Responsible

Gladys Downs

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Michelle Tano

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Data, Student Grouping Charts, TLC Lesson Plans, Small Group Rotations, and Student Work Folders

Action Step 4 5

Establish timeline with task deadlines to ensure the development of student projects and that all students in Grades 3-5 have the opportunity to participate in scientific enrichment activities and participate in the Science Fair.

Person Responsible

Maria Rodriguez

Schedule

Semiannually, from 8/21/2017 to 6/7/2018

Evidence of Completion

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

Action Step 5 `5`

Disaggregate and analyze student assessment data, both formal and informal, to drive planning and instruction. Use data to determine differentiated Instruction groups for intervention and enrichment.

Person Responsible

Ana Gil

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

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

Action Step 6 `5`

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

Person Responsible

Blanca Aleman

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

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

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

Leadership team will conduct classroom walk-throughs to monitor the implementation of the action plan cycles.

Person Responsible

Jennifer Savigne

Schedule

Biweekly, from 10/2/2017 to 6/7/2018

Evidence of Completion

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

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

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

### Person Responsible

Jennifer Savigne

Schedule

Quarterly, from 10/9/2017 to 6/7/2018

Evidence of Completion

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

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.MA1 🔍 M400920	Review of assessment data by Leadership Team Determine whether to intensify, modify, or terminate...	Savigne, Jennifer	10/9/2017	Formative: Results from Pre-Test and Midyear Writing and Science Assessments, Results from i-Ready Diagnostic Assessments Summative: Results from 2018 FSA English Language Arts, FSA Mathematics and Statewide Science Assessment (SSA)	3/16/2018 quarterly
G1.B2.S1.MA1 🔍 M400918	Review of assessment data by Leadership Team Conduct Data Chats with Teachers to determine needs...	Savigne, Jennifer	10/9/2017	Completed Data Chats Log by Teacher and Grade Level , Review of Student Data Folders	6/7/2018 quarterly
G1.B2.S1.MA1 🔍 M400919	Leadership team will conduct classroom walk-throughs to monitor the implementation of the action...	Savigne, Jennifer	10/2/2017	Classroom Walk-through Logs, Review of Lesson Plans, Review of Interactive Journals and Student Work Folders	6/7/2018 biweekly
G1.B2.S1.A1 🔍 A372810	Provide job-embedded professional development on the English Language Arts Florida Standards,...	Puns, Belkis	8/21/2017	Sign-in Sheets, Agendas, and Handouts	6/7/2018 weekly
G1.B2.S1.A2 🔍 A372811	Provide peer support to identified teachers to help with the effective implementation of the...	Downs, Gladys	8/21/2017	Classroom Walk-throughs, Peer Support Logs, Minutes of Debriefing Sessions	6/7/2018 weekly
G1.B2.S1.A3 🔍 A372812	Plan for and deliver data driven differentiated instruction to guide small groups, focusing on the...	Tano, Michelle	8/21/2017	Data, Student Grouping Charts, TLC Lesson Plans, Small Group Rotations, and Student Work Folders	6/7/2018 weekly
G1.B2.S1.A4 🔍 A372813	Establish timeline with task deadlines to ensure the development of student projects and that all...	Rodriguez, Maria	8/21/2017	Timeline with Established Tasks and Deadlines, Increase in Participation in Science Fair by Grade Level	6/7/2018 semiannually
G1.B2.S1.A5 🔍 A372814	Disaggregate and analyze student assessment data, both formal and informal, to drive planning and...	Gil, Ana	8/21/2017	Student Assessment Reports, Teacher Data Binder, Student Data Chat Folders, Teacher Data Chat Logs, Differentiated Instruction Groups and Differentiated Instruction Folders	6/7/2018 quarterly
G1.B2.S1.A6 🔍 A372815	Provide parents with opportunities to learn how to assist students with homework and support the...	Aleman, Blanca	8/21/2017	Parent Sign-In Sheets, Community Involvement Specialist Logs, Agendas and Handouts	6/7/2018 weekly

V. Professional Development Opportunities

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

G1. If core instruction is improved in all content areas, then student achievement will increase.

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

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

PD Opportunity 1

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

Facilitator

Ana Gil, Transformation Reading Coach; Michelle Tano, Transformation Math Coach; Eleanor Naylor-Souto, Lead Teacher/Test Chair; Mark Moseley, Science Leader, Maria Y. Rodriguez, and Belkis Puns, Assistant Principal

Participants

K-5 Reading Teachers and Math and Science Teachers

Schedule

Weekly, from 8/21/2017 to 6/7/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Provide job-embedded professional development on the English Language Arts Florida Standards, Mathematics Florida Standards and the Next Generation Florida Sunshine Standards where K -5 teachers unpack the standards during weekly collaborative planning sessions.				$0.00
2	G1.B2.S1.A2	Provide peer support to identified teachers to help with the effective implementation of the English Language Arts Florida Standards, Mathematics Florida Standards and the Next Generation Sunshine Statewide Science Assessment.				$0.00
3	G1.B2.S1.A3	Plan for and deliver data driven differentiated instruction to guide small groups, focusing on the alignment of resources, and follow-up activities.				$0.00
4	G1.B2.S1.A4	Establish timeline with task deadlines to ensure the development of student projects and that all students in Grades 3-5 have the opportunity to participate in scientific enrichment activities and participate in the Science Fair.				$58,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0801 - Citrus Grove K 8 Center	Title I, Part A		$43,200.00
			Notes: Interventions, Access to Computers, Tutoring for Non-ESOL Students			
			0801 - Citrus Grove K 8 Center	Title III		$15,000.00
			Notes: Tutoring for ELL Students			
5	G1.B2.S1.A5	Disaggregate and analyze student assessment data, both formal and informal, to drive planning and instruction. Use data to determine differentiated Instruction groups for intervention and enrichment.				$0.00
6	G1.B2.S1.A6	Provide parents with opportunities to learn how to assist students with homework and support the learning process.				$41,227.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0801 - Citrus Grove K 8 Center	Title I, Part A	0.0	$41,227.00
			Notes: Salary for Community Involvement Specialist			
					Total:	$99,427.00