Citrus Grove Elementary

2017-18 Schoolwide Improvement Plan

Citrus Grove Elementary

2527 SW CITRUS BLVD, Palm City, FL 34990

martinschools.org/o/cges

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	No	18%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

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

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Martin County School Board.

SIP Authority and Template

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

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Cultivating Generations of Excellence

2. School Environment

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

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

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

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Citrus Grove has established a positive behavior system of support (PBiS) that utilizes a "diamondbuck" system where students receive a "diamondbuck" for following the CGE expectations, fueling their internal drive to use control, make good choices, and use effort at all times. In addition to the school-wide intrinsic reward system, many teachers use the virtual Class Dojo system which helps track student behaviors throughout the school day and allows students and parents to monitor progress as well. Many CGE teachers also foster the Conscious Discipline system of common,

caring, responsible language. Also our teachers have enacted Mindsets in the Classroom to foster a climate of growth, risk-taking, and increased effort for learning and believing in the potential of all students.

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.

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

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 school administrators and guidance counselor makes phone calls to the home of students showing frequent absences and tardies before they become chronic. A truancy officer is also utilized for home visits when absences and tardies become excessive. Attendance letters are sent home informing parents of the
total number of absences. The MTSS team conducts attendance meetings with the parent/guardian to help assist families in improving attendance and tardies. The RtIB database system is used to track student behaviors by incident, time, and location to assist in the MTSS process. This data is used to help guide problem solving strategies and supports that may need to be established or revised. Students not meeting grade level expectations within the standards are closely monitored through the MTSS process and targeted academic supports are put in place and monitored frequently through grade level reverse data digs.

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	11	9	8	7	5	8	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	7	20	0	0	0	0	0	0	0	27

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	0	0	0	1	2	0	0	0	0	0	0	0	3

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

Our school utilizes our MTSS team to plan and implement strategies for student success. We complete grade level reverse data digs at the end of each round of diagnostic tests. This year a goal of the MTSS core team is to further streamline the process and utilize the district's resources and personnel to help in this endeavor. We also intend to purchase the EasyCBM progress monitoring tool to track interventions and progress monitor students.

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?

No

1. PFEP Link

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

2. Description

Parent involvement is encouraged and increased through various activities and events such as but not limited to: Open House, Curriculum Nights, Parent Conference nights, PTA events, Volunteer program, CGE Ninja Warrior,School Advisory Committee, and various events sponsored by individual grade group teams.

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.

Parent and community liaisons help build and sustain school partnerships throughout the school year. A strong relationship with the Education Foundation of Martin County has provided numerous classroom adoptions throughout the school providing additional funds for teachers and allowing them to provide classroom resources to increase student achievement. Recognition activities are being planned to ensure that community partners are recognized for the value they add to the Citrus Grove community. Citrus Grove is also working on a program to enlist community firefighters and police officers to volunteer for our carline duty once a moth in order to build a strong bond between students and community service professionals.

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
Morrow, Todd	Principal
Aursland, Pam	Assistant Principal
Hert, Shannon	Teacher, K-12
Webb, Connie	Instructional Coach
Scholl, Mark	School Counselor
Gagliardo, Julianne	Teacher, ESE
Hernandez, Sara	Teacher, K-12
Kirkham, Patty	Teacher, K-12
Bradley, Deidre	Teacher, K-12
Zimmerman, Kim	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 Core MTSS Team is made up of CGE's administration, the Guidance Department, Exceptional Student Education, classroom teachers, and district personnel. Administration operates as leadership and provides continuity and connectivity through the school. Both MTSS and SIP endeavors rely on administration for their broad understanding of school operations and for articulation between the different systems and organizations in CGE. The guidance department facilitates students interaction with the MTSS process by organizing meetings, assisting in the creation, support, monitoring of interventions and by providing direct services to students. Personnel from ESE function as providers of interventions and administration of the MTSS process. Classroom teachers provide support in defining student problems and matching interventions to the identified need. District personnel are involved with the designing of Tier 3 interventions, developing procedures of formalizing evaluations, and the interpretation of data.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Todd Morrow	Principal
Shannon Hert	Teacher
Pam Aursland	Principal
Jason Zimmerman	Parent
Deborah Drum	Parent
Jennifer Banks	Parent
Melissa Gershman	Parent
Rachael Maniscalco	Parent
Elizabeth Rizzo	Parent
Jennifer Cosolita	Parent
Donna Jacobsen	Teacher
Chiquita Cooper	Parent
Vanessa Molina Council	Education Support Employee
Christin Banton	Parent
Miles McGrath	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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Our School Advisory council provides input and consistently monitors the school improvement plan throughout the year. It also oversees the SIP funding and data used to make funding decisions. As well as providing input in various areas of student achievement and school accountability.

b. Development of this school improvement plan

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

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

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

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

Budget Adoption $8,575.00
Capstone expenditure
Online Subscriptions $276.52
Budget Transfer
Expenditure

NON-CAPITALIZED AV MATERIALS (0100.5100.0622.0371.0058)

DUES AND FEES (0100.5100.0730.0371.0058)

INSTRUCTIONAL TRAINING (0100.6400.0310.0371.0058) $439.49

INSTRUCTION TRAINING TRAVEL (0100.6400.0330.0371.0058) $355.40

INSTRUCTIONAL TRAINING SUPPLIES (0100.6400.0510.0371.0058) $7,504.41
Budget Expended: $6,445.03

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
Morrow, Todd	Principal
Aursland, Pam	Assistant Principal
Webb, Connie	Instructional Coach
Bakkedahl, Laura	Teacher, K-12
Brown, Kim	Teacher, ESE
Hornstein, Jill	Teacher, K-12
Carter, Alicia	Teacher, K-12
Ventriglia, Jennifer	Teacher, K-12
Hernandez, Sara	Teacher, K-12
Gagliardo, Julianne	Teacher, ESE
Gomez, Jennifer	Teacher, K-12
Bello, Christina	Teacher, K-12

b. Duties

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

This year the LLT will concentrate on improving instruction within the "balanced literacy model". We will also continue our task of supporting teachers implement the Reading Units of Study with the help of the Literacy coach, the district PD department and Edivate.

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.

Teachers will continue to share and grow during scheduled team meetings as well as in structured PLC groups. Additional school-wide collaboration will continue throughout the year during weekly faculty meetings with the entire instructional staff.

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

Determine job openings and needs.
Review applications and interview highly qualified applicants.
Provide new teachers to the school and district grade level mentors as well as additional administrative support.
Offer on-going opportunities for for professional growth and collaboration

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

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

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.

CGE ensures its core instructional programs and materials are aligned to Florida's standards.through the use of the district's frameworks for instruction. Teachers plan the implementation and assess the effectiveness of the core curriculum during CLT meetings conducted weekly.

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.

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

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: Extended School Day
Minutes added to school year: 6,400

Use of iReady instructional program as well as Imagine Learning for our ELL students.

Strategy Rationale

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

Strategy Purpose(s)

• Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Webb, Connie, webbc@martin.k12.fl.us

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

Data will be collected through the built in reports contained within the program. The students will take frequent progress monitoring quizzes to determine growth and effectiveness.

Strategy: Extended School Day

Minutes added to school year: 3

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Hert, Shannon, herts@martin.k12.fl.us

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

Review of science assessments and teacher observation

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.

Voluntary Pre-K is involved in staff professional development and school programs aligned to expectations and experiences for pre-k students to matriculate successfully in elementary school. We provide kindergarten tours every year for incoming Kindergarten students. This tour involves both parents and students and includes an observation of the Kindergarten classrooms. Local pre-schools are notified of the event and flyers are sent to invite parents and children of Kindergarten age to our school.
Kindergarten teachers assist incoming students on Kindergarten readiness skills one week prior to the start of school to asset in developing heterogeneous classes and to provide teachers data to differentiate instruction for their incoming students.

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.

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

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

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

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. Students will deepen their knowledge of and interaction with text in order to improve reading skills and demonstrate growth. 1a

🔍 G098522

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0

Targeted Barriers to Achieving the Goal 3

- Inconsistency in the implementation of balanced literacy components.

- Student access to leveled texts that support the Reading Workshop structure

- Access to progress monitoring tools necessary to adequately collect data during the MTSS process

Resources Available to Help Reduce or Eliminate the Barriers 2

- Full time Literacy Coach will facilitate delivery of the district-wide Balanced Literacy professional learning courses. This includes providing individual, grade level and whole group professional development, modeling and support in Reading Units of Study implementation, the analysis of using running records to inform instruction, and Words their Way word study implementation.

- Several research-based intervention programs will be used to support students who are performing below grade level. These programs include Leveled Literacy Intervention (LLI) by Fountas and Pinnell, Power Reading Online by Maria Carbo, Comprehension Toolkit, and Wilson and Mondo for primary students.

- Continuous training by administration on understanding and implementing the new Florida State Standards as well as understanding The Florida Standards Assessment.

- On going Professional Learning on developing common formative assessments and data analysis.

- iReady digital instruction for all students K-5 in English Language Arts

- Imagine Learning program to support students identified as English Language Learner

- Work with teachers to establish best practices in implementing cross grade level interventions with fidelity.

- Staff will work in ongoing PLCs to create and implement common assessments.

- Parent Volunteers will utilize a book-leveling site to add reading level labels to books in the media center.

Plan to Monitor Progress Toward G1. `8`

Testing data on i-ready, F and P levels,FSA

> **Person Responsible**
> Pam Aursland
>
> **Schedule**
> Quarterly, from 8/31/2017 to 6/1/2018
>
> ***Evidence of Completion***
> Increase in students' growth

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

🔍 G098523

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	85.0

Targeted Barriers to Achieving the Goal `3`

- Students have difficulty connecting math to real life experiences

- Students have difficulty demonstrating a conceptual understanding of STEM concepts in real world situations.

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

- Unwrapped standards, learning goals and scales are on the district website. Think Central online resources, Real-Life/Community Applications, updated manipulatives for each grade level.

Plan to Monitor Progress Toward G2. `8`

Testing data, Data derived from program reports

> **Person Responsible**
> Pam Aursland
>
> **Schedule**
> Monthly, from 9/4/2017 to 5/25/2018
>
> ***Evidence of Completion***
> Scores will increase and student understanding will be evident on various assessments

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

🔑 G098524

Targets Supported `1b`

Indicator	Annual Target
Writing Gains District Assessment	80.0

Targeted Barriers to Achieving the Goal `3`

- Lack of inter rater reliability with FSA rubrics and need for exemplar writing pieces that demonstrate what proficient text-dependent writing looks like.

- Lack of consistent writing expectations K-5

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

- Continue utilizing Mentor Sentence approach in grades K-5 for grammar instruction, with lead teachers sharing and modeling best practices.

- Continue utilizing DBQ (Document Based Question) program in grades 4 and 5. ESE Support Facilitator and district DBQ presenter will support teachers and model best practices.

- District-wide On-Demand Writing Parallel will be given to 4th and 5th , with on-site scoring and norming training for ELA teachers afterwards.

Plan to Monitor Progress Toward G3. `8`

Increase in writing scores

Person Responsible

Pam Aursland

Schedule

Quarterly, from 10/20/2017 to 6/1/2018

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Students will deepen their knowledge of and interaction with text in order to improve reading skills and demonstrate growth. 1

🔑 G098522

G1.B1 Inconsistency in the implementation of balanced literacy components. 2

🔑 B265031

G1.B1.S1 Provide and facilitate whole group, grade level and individual district created balanced literacy professional development. 4

🔑 S280941

Strategy Rationale

Balanced literacy trainings have been done differently across all schools resulting in varying degrees of expertise. The district has therefore created district-wide PD to be disseminated to all elementary teachers to support the newly obtained Reading Units of Study. This will help to provide more consistent instruction for students, but also lend to the collection of more reliable and valid reading assessment data.

Action Step 1 5

Increase consistency of Balanced Literacy implementation

Person Responsible

Connie Webb

Schedule

Monthly, from 8/12/2017 to 6/1/2018

Evidence of Completion

Create a schedule and guide for each meeting

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

Coach's Log, ERO registrations, Edivate course certificates

Person Responsible

Pam Aursland

Schedule

Monthly, from 8/31/2017 to 6/1/2018

Evidence of Completion

Sign in sheets, ERO, evaluations, Change in instruction

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

Teacher observations, feedback

Person Responsible

Pam Aursland

Schedule

Monthly, from 8/15/2017 to 6/1/2018

Evidence of Completion

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

G1.B2 Student access to leveled texts that support the Reading Workshop structure 2

🔑 B265032

G1.B2.S1 Add reading levels to books in the media center 4

🔑 S280942

Strategy Rationale

Based on the research behind the Reading Units of Study and that of a Reading Workshop structure, students need to spend a bulk of their reading instruction each day in their books written at their independent level. Teachers do not have enough of these leveled books in their own classroom libraries. This solution is two-fold. Students need to utilize the books in the media center for these instructional purposes and therefore need easier access to those books. Adding the reading level to the media center books will make this a possibility. Secondly, books need to be purchased to increase classroom library volumes.

Action Step 1 5

Organize and enable parent volunteers to add reading level labels to books.

Person Responsible

Pam Aursland

Schedule

On 5/4/2018

Evidence of Completion

Labels on Books

Action Step 2 5

Expand classroom libraries --research grants for funding

Person Responsible

Connie Webb

Schedule

On 6/1/2018

Evidence of Completion

When leveled readers are purchased for classrooms.

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

Observations of books in use, student data

Person Responsible

Pam Aursland

Schedule

Monthly, from 8/25/2017 to 6/1/2018

Evidence of Completion

observations, engagement of students

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

Teacher Feedback, student data from PLC, Edivate certificates

Person Responsible

Connie Webb

Schedule

Biweekly, from 8/24/2017 to 5/24/2018

Evidence of Completion

Increased book check out by students

G1.B3 Access to progress monitoring tools necessary to adequately collect data during the MTSS process 2

🔍 B265033

G1.B3.S1 Create and organize an Intervention Station in office conference room. 4

🔍 S280943

Strategy Rationale

Resources for interventions were scattered throughout the school and were being underutilized as a result. Therefore, organizing and housing all intervention materials in the conference room would keep them readily available as well as allow for on-the-spot selection of appropriate interventions. Teachers will be able to leave MTSS meetings with all needed intervention materials so that there will be no delay in providing student instruction.

Action Step 1 5

Purchase licenses for easyCBM , a progress monitoring tool and management system.

Person Responsible

Mark Scholl

Schedule

On 10/31/2017

Evidence of Completion

Licenses

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

Stocked shelves, assembled binders and tubs

Person Responsible

Connie Webb

Schedule

On 10/31/2016

Evidence of Completion

Stocked shelves, assembled binders and tubs

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

Teacher Feedback, MTSS forms

Person Responsible

Pam Aursland

Schedule

Biweekly, from 10/31/2016 to 6/1/2017

Evidence of Completion

MTSS forms, materials check-out logs

G1.B3.S2 Purchase The Reading Strategies Book by Jennifer Serravallo for grades K-2. [4]

🔍 S280944

Strategy Rationale

Teachers in grades 3-5 are familiar with what resources to utilize for intervention instruction, yet the lower grades still have problems with resources for the proper interventions. The Reading Strategies Book will not only make this task easier, but more uniform across all intervention students.

Action Step 1 [5]

Purchase The Reading Strategies Book for MTSS interventions

Person Responsible

Pam Aursland

Schedule

On 10/19/2017

Evidence of Completion

Licenses

Action Step 2 [5]

Provide teacher training on how to utilize The Reading Strategies Book

Person Responsible

Connie Webb

Schedule

On 1/1/2018

Evidence of Completion

Sign in sheet ERO points

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

Utilize The Reading Strategies Book with MTSS Tier 2 and 3 students

Person Responsible

Connie Webb

Schedule

Monthly, from 10/12/2017 to 6/1/2018

Evidence of Completion

Graphs, charts, updates in purple folder

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Increased consistency of progress monitoring and data collection

Person Responsible

Pam Aursland

Schedule

Monthly, from 11/1/2017 to 6/1/2018

Evidence of Completion

MTSS forms, meeting notes, purple folder evidences

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

🔑 G098523

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

🔑 B265034

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

🔑 S280945

Strategy Rationale

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

Action Step 1 5

Contact and set-up math night with Publix

Person Responsible

Deidre Bradley

Schedule

On 5/25/2018

Evidence of Completion

Establish date and time, record on school calendar

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

Monitor structure and relevance of activities

Person Responsible

Deidre Bradley

Schedule

On 5/25/2018

Evidence of Completion

Completion of event

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

Shopping and math concepts

Person Responsible

Deidre Bradley

Schedule

On 5/25/2018

Evidence of Completion

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

G2.B1.S2 Use hands-on manipulatives that will provide real life connections and experiences in order to enrich on level students and reinforce struggling students. `4`

🔧 S280946

Strategy Rationale

These materials will provide real life hands on experiences for all learners.

Action Step 1 `5`

Use hands-on manipulatives that will provide real life connections and experiences in order to enrich on level students and reinforce struggling students.

Person Responsible

Deidre Bradley

Schedule

On 6/1/2018

Evidence of Completion

When items are purchased and students are using them

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Purchase of needed manipulatives

Person Responsible

Deidre Bradley

Schedule

On 5/25/2018

Evidence of Completion

When purchased

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Use of manipulatives

Person Responsible

Deidre Bradley

Schedule

On 5/25/2018

Evidence of Completion

Teacher feedback

G2.B1.S3 Parent Night 4

🔑 S280947

Strategy Rationale

Teachers will teach parent how to help their students connect everyday math to real life situations.

Action Step 1 5

How to Connect Math Parent Night

Person Responsible

Shannon Hert

Schedule

On 2/9/2018

Evidence of Completion

When event is completed

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Survey of parents

Person Responsible

Shannon Hert

Schedule

On 2/9/2018

Evidence of Completion

Completed survey

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Survey

Person Responsible

Shannon Hert

Schedule

On 2/9/2018

Evidence of Completion

Completed Survey

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Survey

Person Responsible

Shannon Hert

Schedule

On 2/9/2018

Evidence of Completion

Completed Survey

G2.B2 Students have difficulty demonstrating a conceptual understanding of STEM concepts in real world situations. `2`

🔍 B265035

G2.B2.S1 Set up a Science Stem night for students to showcase their projects and explain their understandings. `4`

🔍 S280948

Strategy Rationale

Provide an opportunity for students to practice and report out their finding on real life STEm concepts.

Action Step 1 `5`

Math Stem Night

Person Responsible

Alexis Gibson

Schedule

On 5/11/2018

Evidence of Completion

When completed

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

Feedback from students and parents

Person Responsible

Alexis Gibson

Schedule

On 5/18/2018

Evidence of Completion

Survey and feedback

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

Math Stem Night

Person Responsible

Alexis Gibson

Schedule

On 5/25/2018

Evidence of Completion

Survey

G3. Increase students' writing proficiency in basic grammar skills and text based writing. `1`
🔑 G098524

G3.B1 Lack of inter rater reliability with FSA rubrics and need for exemplar writing pieces that demonstrate what proficient text-dependent writing looks like. `2`
🔑 B265036

G3.B1.S1 After district wide parallel writing prompt in October, allow teachers time calibrate their scoring and then plan accordingly based on baseline data. `4`
🔑 S280949

Strategy Rationale

Fourth grade teachers have no previous year data to help inform their instruction for writing, therefore it is critical they spend time scoring and analyzing data from the common writing parallel furnished by the district.

Action Step 1 `5`

Obtain substitute coverage to give teachers time to calibrate scores and analyze the data together.

Person Responsible

Connie Webb

Schedule

Monthly, from 10/6/2017 to 10/31/2017

Evidence of Completion

ERO registration and receipt of materials

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

Monitor use of new learning through classroom implementation

Person Responsible

Connie Webb

Schedule

Daily, from 10/14/2016 to 5/25/2018

Evidence of Completion

Classroom Observations,ERO sign-ins, Coach logs

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

Teacher Feedback, Classroom observations, ERO evaluations, student data

Person Responsible

Connie Webb

Schedule

Daily, from 10/20/2017 to 6/1/2018

Evidence of Completion

ERO Evaluations, Teacher Session Follow-up Survey Responses, increased observation of balanced literacy components in action

G3.B1.S2 Implement the use of mentor sentences in all classrooms. 4

🔑 S280950

Strategy Rationale

Teacher will have a research based tool to increase students basic writing skills.

Action Step 1 5

Continue use of mentor sentences for grammar instruction

Person Responsible

Connie Webb

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Teachers will record themselves using mentor sentences

Person Responsible

Connie Webb

Schedule

On 5/4/2018

Evidence of Completion

Recording, informal and formal observations

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Teacher will check monitor the progression of writing scores

Person Responsible

Connie Webb

Schedule

Weekly, from 9/29/2017 to 6/2/2018

Evidence of Completion

Formal and informal observations, videos

G3.B2 Lack of consistent writing expectations K-5 [2]

🔍 B265037

G3.B2.S1 Purchase common writing resources that has emphasis on text based writing and similar academic vocabulary K-5. [4]

🔍 S280951

Strategy Rationale

Fourth and Fifth grade teachers have noted a lack of consistency in students' writing background knowledge since implementation of FSA writing .

Action Step 1 [5]

Purchase common writing resources that has emphasis on text based writing and similar academic vocabulary K-5.

Person Responsible

Connie Webb

Schedule

On 1/31/2018

Evidence of Completion

Materials on campus, lesson plans, SIP committee feedback forms

Plan to Monitor Fidelity of Implementation of G3.B2.S1 [6]

Observations of materials being used

Person Responsible

Pam Aursland

Schedule

On 6/1/2018

Evidence of Completion

Notes, Student data

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Teacher Feedback, increased student performance

Person Responsible

Pam Aursland

Schedule

On 6/1/2018

Evidence of Completion

Student data, lesson plans

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.B3.S1.MA1 🔍 M410595	Stocked shelves, assembled binders and tubs	Webb, Connie	9/30/2016	Stocked shelves, assembled binders and tubs	10/31/2016 one-time
G1.B3.S1.MA1 🔍 M410594	Teacher Feedback, MTSS forms	Aursland, Pam	10/31/2016	MTSS forms, materials check-out logs	6/1/2017 biweekly
G1.B3.S2.A1 🔍 A378755	Purchase The Reading Strategies Book for MTSS interventions	Aursland, Pam	9/1/2017	Licenses	10/19/2017 one-time
G1.B3.S1.A1 🔍 A378754	Purchase licenses for easyCBM , a progress monitoring tool and management system.	Scholl, Mark	9/30/2017	Licenses	10/31/2017 one-time
G3.B1.S1.A1 🔍 A378761	Obtain substitute coverage to give teachers time to calibrate scores and analyze the data together.	Webb, Connie	10/6/2017	ERO registration and receipt of materials	10/31/2017 monthly
G1.B3.S2.A2 🔍 A378756	Provide teacher training on how to utilize The Reading Strategies Book	Webb, Connie	10/16/2017	Sign in sheet ERO points	1/1/2018 one-time
G3.B2.S1.A1 🔍 A378763	Purchase common writing resources that has emphasis on text based writing and similar academic...	Webb, Connie	10/13/2017	Materials on campus, lesson plans, SIP committee feedback forms	1/31/2018 one-time
G2.B1.S3.MA1 🔍 M410603	Survey	Hert, Shannon	10/13/2017	Completed Survey	2/9/2018 one-time
G2.B1.S3.MA1 🔍 M410604	Survey	Hert, Shannon	10/13/2017	Completed Survey	2/9/2018 one-time
G2.B1.S3.MA1 🔍 M410605	Survey of parents	Hert, Shannon	10/13/2017	Completed survey	2/9/2018 one-time
G2.B1.S3.A1 🔍 A378759	How to Connect Math Parent Night	Hert, Shannon	10/13/2017	When event is completed	2/9/2018 one-time
G1.B2.S1.A1 🔍 A378752	Organize and enable parent volunteers to add reading level labels to books.	Aursland, Pam	10/2/2017	Labels on Books	5/4/2018 one-time
G3.B1.S2.MA1 🔍 M410612	Teachers will record themselves using mentor sentences	Webb, Connie	9/1/2017	Recording, informal and formal observations	5/4/2018 one-time
G2.B2.S1.A1 🔍 A378760	Math Stem Night	Gibson, Alexis	10/13/2017	When completed	5/11/2018 one-time
G2.B2.S1.MA1 🔍 M410607	Feedback from students and parents	Gibson, Alexis	10/13/2017	Survey and feedback	5/18/2018 one-time
G1.B2.S1.MA1 🔍 M410592	Teacher Feedback, student data from PLC, Edivate certificates	Webb, Connie	8/24/2017	Increased book check out by students	5/24/2018 biweekly
G2.MA1 🔍 M410608	Testing data, Data derived from program reports	Aursland, Pam	9/4/2017	Scores will increase and student understanding will be evident on various assessments	5/25/2018 monthly
G2.B1.S1.MA1 🔍 M410599	Shopping and math concepts	Bradley, Deidre	11/5/2017	Survey students about their experiences (feedback), review math sheets for accuracy	5/25/2018 one-time
G2.B1.S1.MA1 🔍 M410600	Monitor structure and relevance of activities	Bradley, Deidre	9/15/2017	Completion of event	5/25/2018 one-time
G2.B1.S1.A1 🔍 A378757	Contact and set-up math night with Publix	Bradley, Deidre	9/4/2017	Establish date and time, record on school calendar	5/25/2018 one-time
G2.B2.S1.MA1 🔍 M410606	Math Stem Night	Gibson, Alexis	10/13/2017	Survey	5/25/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1 M410610	Monitor use of new learning through classroom implementation	Webb, Connie	10/14/2016	Classroom Observations,ERO sign-ins, Coach logs	5/25/2018 daily
G2.B1.S2.MA1 M410601	Use of manipulatives	Bradley, Deidre	10/13/2017	Teacher feedback	5/25/2018 one-time
G2.B1.S2.MA1 M410602	Purchase of needed manipulatives	Bradley, Deidre	10/13/2017	When purchased	5/25/2018 one-time
G3.B1.S2.A1 A378762	Continue use of mentor sentences for grammar instruction	Webb, Connie	8/30/2017		5/30/2018 weekly
G1.MA1 M410598	Testing data on i-ready, F and P levels,FSA	Aursland, Pam	8/31/2017	Increase in students' growth	6/1/2018 quarterly
G3.MA1 M410615	Increase in writing scores	Aursland, Pam	10/20/2017	Increase in students ability to write across all content areas, using text-evidence	6/1/2018 quarterly
G1.B1.S1.MA1 M410590	Teacher observations, feedback	Aursland, Pam	8/15/2017	Implementations of balanced literacy within the ELA block, teacher feedback on classroom instruction	6/1/2018 monthly
G1.B1.S1.MA1 M410591	Coach's Log, ERO registrations, Edivate course certificates	Aursland, Pam	8/31/2017	Sign in sheets, ERO, evaluations, Change in instruction	6/1/2018 monthly
G1.B1.S1.A1 A378751	Increase consistency of Balanced Literacy implementation	Webb, Connie	8/12/2017	Create a schedule and guide for each meeting	6/1/2018 monthly
G1.B2.S1.MA1 M410593	Observations of books in use, student data	Aursland, Pam	8/25/2017	observations, engagement of students	6/1/2018 monthly
G1.B2.S1.A2 A378753	Expand classroom libraries --research grants for funding	Webb, Connie	10/12/2017	When leveled readers are purchased for classrooms.	6/1/2018 one-time
G3.B1.S1.MA1 M410609	Teacher Feedback, Classroom observations, ERO evaluations, student data	Webb, Connie	10/20/2017	ERO Evaluations, Teacher Session Follow-up Survey Responses, increased observation of balanced literacy components in action	6/1/2018 daily
G3.B2.S1.MA1 M410613	Teacher Feedback, increased student performance	Aursland, Pam	2/15/2018	Student data, lesson plans	6/1/2018 one-time
G3.B2.S1.MA1 M410614	Observations of materials being used	Aursland, Pam	2/15/2018	Notes, Student data	6/1/2018 one-time
G1.B3.S2.MA1 M410596	Increased consistency of progress monitoring and data collection	Aursland, Pam	11/1/2017	MTSS forms, meeting notes, purple folder evidences	6/1/2018 monthly
G1.B3.S2.MA1 M410597	Utilize The Reading Strategies Book with MTSS Tier 2 and 3 students	Webb, Connie	10/12/2017	Graphs, charts, updates in purple folder	6/1/2018 monthly
G2.B1.S2.A1 A378758	Use hands-on manipulatives that will provide real life connections and experiences in order to...	Bradley, Deidre	8/5/2017	When items are purchased and students are using them	6/1/2018 one-time
G3.B1.S2.MA1 M410611	Teacher will check monitor the progression of writing scores	Webb, Connie	9/29/2017	Formal and informal observations, videos	6/2/2018 weekly

V. Professional Development Opportunities

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

G1. Students will deepen their knowledge of and interaction with text in order to improve reading skills and demonstrate growth.

G1.B1 Inconsistency in the implementation of balanced literacy components.

G1.B1.S1 Provide and facilitate whole group, grade level and individual district created balanced literacy professional development.

PD Opportunity 1

Increase consistency of Balanced Literacy implementation

Facilitator

Connie Webb, Pam Aursland

Participants

Teachers

Schedule

Monthly, from 8/12/2017 to 6/1/2018

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

G3.B1 Lack of inter rater reliability with FSA rubrics and need for exemplar writing pieces that demonstrate what proficient text-dependent writing looks like.

G3.B1.S1 After district wide parallel writing prompt in October, allow teachers time calibrate their scoring and then plan accordingly based on baseline data.

PD Opportunity 1

Obtain substitute coverage to give teachers time to calibrate scores and analyze the data together.

Facilitator

Literacy Coaches

Participants

Teachers, Literacy Coaches

Schedule

Monthly, from 10/6/2017 to 10/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Increase consistency of Balanced Literacy implementation				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0371 - Citrus Grove Elementary	School Improvement Funds	0.0	$0.00
			Notes: Purchase of Comprehension Toolkits			
2	G1.B2.S1.A1	Organize and enable parent volunteers to add reading level labels to books.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0371 - Citrus Grove Elementary			$0.00
3	G1.B2.S1.A2	Expand classroom libraries --research grants for funding				$0.00
4	G1.B3.S1.A1	Purchase licenses for easyCBM , a progress monitoring tool and management system.				$0.00
5	G1.B3.S2.A1	Purchase The Reading Strategies Book for MTSS interventions				$0.00
6	G1.B3.S2.A2	Provide teacher training on how to utilize The Reading Strategies Book				$0.00
7	G2.B1.S1.A1	Contact and set-up math night with Publix				$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0371 - Citrus Grove Elementary	School Improvement Funds		$100.00
8	G2.B1.S2.A1	Use hands-on manipulatives that will provide real life connections and experiences in order to enrich on level students and reinforce struggling students.				$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0371 - Citrus Grove Elementary	School Improvement Funds		$700.00
			Notes: This total includes supplies for all 6 grades levels. An estimated 200.00 has been added toward shipping.			
9	G2.B1.S3.A1	How to Connect Math Parent Night				$0.00
10	G2.B2.S1.A1	Math Stem Night				$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

		510-Supplies	0371 - Citrus Grove Elementary	School Improvement Funds		$250.00
11	G3.B1.S1.A1	**Obtain substitute coverage to give teachers time to calibrate scores and analyze the data together.**				**$0.00**
12	G3.B1.S2.A1	**Continue use of mentor sentences for grammar instruction**				**$0.00**
13	G3.B2.S1.A1	**Purchase common writing resources that has emphasis on text based writing and similar academic vocabulary K-5.**				**$0.00**
					Total:	**$1,050.00**