

Volusia County Schools

Citrus Grove Elementary School



2018-19 Schoolwide Improvement Plan

Citrus Grove Elementary School

729 HAZEN RD, Deland, FL 32720

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	71%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	C	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 Volusia County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2018-19 DA Category and Statuses for Citrus Grove Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Eagles do their best and nothing less!

2. School Environment

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

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

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

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

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

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

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

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

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

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

The school offers the following non-violence and anti-drug programs:

- Student mentoring program
- Peer mediation program
- Crisis Training program
- Suicide prevention program
- Bullying program

All students are screened for behavioral and social-emotional issues through the electronic report card. Through the screening, the school is able to dis-aggregate data to determine if individual students, classrooms, teachers, grade levels or the school would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student services personnel (i.e., school psychologists, school counselor, and school social workers), provide direct and indirect evidence-based supports to students identified through the screening measure.

3. Early Warning Systems

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

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

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

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

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	1	5	5	0	0	0	0	0	0	0	11	
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	1	5	6	0	0	0	0	0	0	0	12	
Previous retention	0	0	0	1	0	1	0	0	0	0	0	0	0	2	
Exceptional Student Education services	0	0	0	0	0	1	0	0	0	0	0	0	0	1	
English Language Learner services	0	0	0	1	2	3	0	0	0	0	0	0	0	6	
Discipline Referrals	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	1	5	6	0	0	0	0	0	0	0	12	

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

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

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

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/648704>.

2. Description

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

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

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Williams, Jennifer	Principal
Lalashuis, Stephanie	Instructional Coach
Martin, Timothy	Instructional Coach
Hutchinson, Patricia	Teacher, K-12
Camacho, Widalis	Assistant Principal
Greboz, Nicole	Teacher, K-12
Martello, Frank	Assistant Principal
Diedrichs, Robin	Teacher, K-12
Cortes, Catherine	Administrative Support
Dunn, Mary	Teacher, ESE

b. Duties

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

The school-based leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Positive Behavior Support team, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used through PLC's and targets grade level and individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

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

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

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

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

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

Under Title I Part A

Citrus Grove works with district agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation. Programs supported by Title I at Citrus Grove Elementary include:

- Academic Coach for the purpose of comprehensive staff development
- Supplemental Tutoring before or after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FSA data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers.

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Translation Services for parent/teacher conferences
- Parental support through parent/student activity nights and workshops on school success
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

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

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

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

Title X- Homeless

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

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- Crisis Training Program
- Suicide Prevention Program
- Bullying Program
- Value of the Month Program

Nutrition Programs

Citrus Grove offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Girls on the Run
- Health classes
- Running Club
- Walk a Thon
- Presidential Fitness Club
- Annual Health/Fitness Event - 5K

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

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

Adult Education

N/A

Career and Technical Education

N/A

Job Training

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Doug MacIsaac	Business/Community
Jennifer Williams	Principal
Dr. James Rybinski	Parent
Aimee Huddleston	Business/Community
Bess Sharkey	Parent
Nicole Perrino	Parent
Rebecca McGuigan	Parent
Dr. Rajni Shankar-Brown	Business/Community
Heather Foley	Education Support Employee
Andrew Fussell	Parent
Dr. Mercedes Tichenor	Business/Community
Dr. Cathy Cortes	Education Support Employee

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

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

b. Development of this school improvement plan

The SAC reviewed the data from the 2018-2018 FSA Scores and the school improvement plan for the upcoming 2018-19 year. Then, the committee was provided an opportunity for additional suggestions to add to the current plan. Additionally, the SAC reviewed and did not have any additional input on the 2018-19 Parent & Family Engagement Plan.

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

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

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

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
HULSMAN, SAMANTHA	Teacher, K-12
Hutchinson, Patricia	Teacher, K-12
Lalashuis, Stephanie	Teacher, K-12
Williams, Jennifer	Principal
Diedrichs, Robin	Teacher, K-12
Dunn, Mary	Teacher, ESE

b. Duties

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

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

D. Public and Collaborative Teaching

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

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

Common planning, PLC, Lesson Study, and academic coaching are critical practices to help build positive, collaborative relationships, on our campus among teachers. We also have a positive recognition board in which teachers display positive statements or encouragements to their peers.

Common planning allows teachers to participate in weekly PLC's to regularly review formative assessment data, plan for, and adjust instruction accordingly. The master schedule allows for an additional amount of time each week to be spent together with the grade level, coaches, and administration to meet as an extended PLC. When necessary, PLC's make recommendations for students to be reviewed and assisted by the school's Problem Solving Team. Through the PLC structure teachers are encouraged and supported to work together on common goals with clear objectives.

Coaches and teachers worked together to develop grade level PLC norms to help build positive, working relationships among teams. PLC's also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices.

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

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

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

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

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

New Teacher Program Participants:

1. Kiersten Dokey

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

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

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 5,280

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

Strategy Rationale

Summer programs help maintain academic momentum for students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lalashuis, Stephanie, salalash@volusia.k12.fl.us

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

Summer school teaching staff

District program specialists monitor the data of all summer programs.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
 - Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
 - Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
 - Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.
- Kindergarten Orientation/Meet the Teacher was held separately to address the specific needs of incoming students and families. Families received information on school wide procedures and expectations for the upcoming year.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

n/a

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

n/a

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

n/a

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

n/a

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, 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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all stakeholders at Citrus Grove Elementary School develop systems that foster collective efficacy and support effective instructional practices, then all staff members will successfully implement standards-aligned instruction and social emotional skills to meet students' individual needs and increase students achievement.

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 all stakeholders at Citrus Grove Elementary School develop systems that foster collective efficacy and support effective instructional practices, then all staff members will successfully implement standards-aligned instruction and social emotional skills to meet students' individual needs and increase students achievement. **1a**

 G100869

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	46.0
Math Lowest 25% Gains	41.0
ELA Achievement District Assessment	63.0
Math Achievement District Assessment	54.0
Statewide Science Assessment Achievement	62.0

Targeted Barriers to Achieving the Goal **3**

- Limited Knowledge and implementation

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

- Professional Learning
- Responsive Classroom Consultant
- School Counselor
- District Staff
- Curriculum Maps
- Instructional Coaches
- SAC Funds
- ELA and Math Modules
- Core Advocates
- District Staff
- Curriculum Maps
- Instructional Coaches
- SAC Funds
- ELA and Math Modules
- Core Advocates

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Jennifer Williams

Schedule

On 10/31/2018

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible

Widalis Camacho

Schedule

On 2/14/2019

Evidence of Completion

Midyear Review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Jennifer Williams

Schedule

Annually, from 6/1/2019 to 6/1/2019

Evidence of Completion

Step Zero for 2019-20 SIP

Action Plan for Improvement

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

Problem Solving Key

G = Goal


B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If all stakeholders at Citrus Grove Elementary School develop systems that foster collective efficacy and support effective instructional practices, then all staff members will successfully implement standards-aligned instruction and social emotional skills to meet students' individual needs and increase students achievement.

1

 G100869

G1.B1 Limited Knowledge and implementation 2

 B272013

G1.B1.S1 Implement and/or refine highly effective PLC's that follow an intentional cycle to improve knowledge and implementation of standards aligned instruction 4

 S288027

Strategy Rationale

This would increase percentage of teachers effectively implementing Standards Aligned Instruction, increase student achievement, and foster collective efficacy among students and teachers.

Action Step 1 5

Administration will establish clear, verbal and written expectations and norms for PLC's

Person Responsible

Jennifer Williams

Schedule

On 8/24/2018

Evidence of Completion

Agendas, PLC Minutes

Action Step 2 5

Provide Training on ASL (Analyzing Student Learning) Protocol to all grade levels and support staff

Person Responsible

Timothy Martin

Schedule

On 10/1/2018

Evidence of Completion

PLC Minutes, Handouts

Action Step 3 5

Provide support for data analysis and common assessments

Person Responsible

Stephanie Lalashuis

Schedule

Monthly, from 8/1/2018 to 5/31/2019

Evidence of Completion

Coaching Notes, PLC Minutes

Action Step 4 5

Design K-5 Vertical Alignment Teams that meet to discuss and analyze ELA and Math standards

Person Responsible

Patricia Hutchinson

Schedule

On 5/30/2019

Evidence of Completion

List of Vertical Teams, Outlook Calendar, Minutes

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

SEL

Person Responsible

Jennifer Williams

Schedule

Weekly, from 8/20/2018 to 5/31/2019

Evidence of Completion

PLC Minutes

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

SLT will meet to determine progress towards SIP

Person Responsible

Stephanie Lalashuis

Schedule

Weekly, from 8/26/2018 to 5/31/2019

Evidence of Completion

Outlook Calendar

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

Discuss the effectiveness of PLC's and analyze collected data using the PLC Rubric

Person Responsible

Jennifer Williams


Schedule

Monthly, from 8/8/2018 to 5/31/2019

Evidence of Completion

PLC Data Collected Rubric

G1.B1.S2 Refine systemic practice and provide professional learning to support implementation of an SEL program **4**

 S288028

Strategy Rationale

This would increase percentage of teachers effectively implementing SEL curriculum, decrease discipline referrals, increase student attendance, and foster collective efficacy among students and teachers.

Action Step 1 **5**

Group of 30 Staff Members will share learning with their grade level teams and create a plan of action

Person Responsible

Stephanie Lalashuis

Schedule

On 10/31/2018

Evidence of Completion

MyPGS Sign In sheets

Action Step 2 **5**

Follow up training will be provided from a Responsive Classroom Consultant

Person Responsible

Stephanie Lalashuis

Schedule

Semiannually, from 9/17/2018 to 5/30/2019

Evidence of Completion

Minutes from Consultant, Classroom walk through data

Action Step 3 5

Teachers will utilize and implement tools within Responsive Classroom

Person Responsible

Stephanie Lalashuis

Schedule

Weekly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Coaching Notes, RC Tools

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Coach and administration will provide follow up support to ensure implementation of training.

Person Responsible

Jennifer Williams

Schedule

Every 3 Weeks, from 8/20/2018 to 5/31/2019

Evidence of Completion

coaching cycles, DPP's, Learning Cycles, Walkthrough's, Data Walks

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Analyze data collected from consultant visit

Person Responsible

Stephanie Lalashuis

Schedule

Daily, from 10/8/2018 to 11/9/2018

Evidence of Completion

Minutes from SLT, Data collected with RC Tools

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Discuss the effectiveness of SEL implementation and analyze supporting data (Keep Report, concerns of harm, discipline, attendance, and personal development section of the report cards)

Person Responsible

Jennifer Williams

Schedule

Quarterly, from 9/24/2018 to 5/31/2019

Evidence of Completion

Minutes and Reports

G1.B1.S3 Provide Professional Learning on Collective Teacher Efficacy 4

 S288029

Strategy Rationale

This will provide an opportunity for teachers and staff to gain knowledge and increase their best practice toolbox.

Action Step 1 5

Survey staff to determine professional learning needs

Person Responsible

Widalis Camacho

Schedule

On 8/1/2018

Evidence of Completion

List of survey results

Action Step 2 5

Provide Professional Learning to all staff on Collective Efficacy

Person Responsible

Jennifer Williams

Schedule

On 12/7/2018

Evidence of Completion

My PGS sign in sheet

Action Step 3 5

Implement Collective Efficacy strategies within grade levels in PLC's

Person Responsible

Timothy Martin

Schedule

Weekly, from 8/27/2018 to 5/31/2019

Evidence of Completion

PLC minutes, coaching interaction logs

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Completion of Professional Learning Plan

Person Responsible

Widalis Camacho

Schedule

On 5/31/2019

Evidence of Completion

My PGS, Learning Walks, Learning Cycles

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Analyze Collective Efficacy Results

Person Responsible

Jennifer Williams


Schedule

Semiannually, from 8/20/2018 to 5/31/2019

Evidence of Completion

Survey Results

G1.B1.S4 Refine systemic practices and provide professional learning to support implementation of standards-aligned instruction **4**

 S288030

Strategy Rationale

this would increase percentage of teachers effectively implementing standards-aligned instruction, increase student achievement, and foster collective efficacy among students and teachers.

Action Step 1 **5**

Communicate the draft plan, collect teacher input, and then revise accordingly.

Person Responsible

Jennifer Williams

Schedule

On 8/20/2018

Evidence of Completion

Minutes/ Agenda

Action Step 2 **5**

Teachers participation in district content sessions supporting standards-aligned instruction

Person Responsible

Widalis Camacho

Schedule

Monthly, from 8/20/2018 to 2/25/2019

Evidence of Completion

My PGS sign in sheets

Action Step 3 5

Instructional Coaches will provide facilitation of sharing and planning sessions with teachers to examine the resources available and ensure that the upcoming student tasks are aligned to the depth of the standard.

Person Responsible

Stephanie Lalashuis

Schedule

Weekly, from 8/20/2018 to 5/31/2019

Evidence of Completion

PLC Minutes, lesson plans, walkthroughs

Action Step 4 5

Teachers will incorporate the aligned tasks into their instruction with instructional coaches observing and providing feedback of lessons to provide support to teachers

Person Responsible

Jennifer Williams

Schedule

Monthly, from 9/17/2018 to 5/31/2019

Evidence of Completion

Coaching Interaction Logs, Walkthroughs, IPG Tool Data

Action Step 5 5

Provide teachers with training on how to use the IPG Skinny Tool and Math Tool, and provide time for practice using in peer classrooms for observational and feedback purposes.

Person Responsible

Stephanie Lalashuis

Schedule

Monthly, from 9/24/2018 to 4/30/2019

Evidence of Completion

IPG Tool Data, PLC Minutes, Training Agenda

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Determine Status towards completing action steps

Person Responsible

Jennifer Williams

Schedule

Quarterly, from 10/29/2018 to 5/31/2019

Evidence of Completion

Minutes of SLT

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Data analysis

Person Responsible

Catherine Cortes

Schedule

Quarterly, from 8/20/2018 to 5/31/2019

Evidence of Completion

iReady, Eduphoria Reports, Walkthrough Data

V. Professional Development Opportunities

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

G1. If all stakeholders at Citrus Grove Elementary School develop systems that foster collective efficacy and support effective instructional practices, then all staff members will successfully implement standards-aligned instruction and social emotional skills to meet students' individual needs and increase students achievement.

G1.B1 Limited Knowledge and implementation

G1.B1.S2 Refine systemic practice and provide professional learning to support implementation of an SEL program

PD Opportunity 1

Group of 30 Staff Members will share learning with their grade level teams and create a plan of action

Facilitator

SLT Team and RC participants

Participants

K-5 classroom teachers and support staff

Schedule

On 10/31/2018

G1.B1.S3 Provide Professional Learning on Collective Teacher Efficacy

PD Opportunity 1

Provide Professional Learning to all staff on Collective Efficacy

Facilitator

SLT Team

Participants

all staff

Schedule

On 12/7/2018

G1.B1.S4 Refine systemic practices and provide professional learning to support implementation of standards-aligned instruction

PD Opportunity 1

Teachers participation in district content sessions supporting standards-aligned instruction

Facilitator

District Staff

Participants

All instructional staff k-5

Schedule

Monthly, from 8/20/2018 to 2/25/2019

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	Administration will establish clear, verbal and written expectations and norms for PLC's				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			7981 - Citrus Grove Elementary School			\$0.00
			7981 - Citrus Grove Elementary School	Title I, Part A		\$0.00
2	G1.B1.S1.A2	Provide Training on ASL (Analyzing Student Learning) Protocol to all grade levels and support staff				\$0.00
3	G1.B1.S1.A3	Provide support for data analysis and common assessments				\$44,237.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
		100-Salaries	7981 - Citrus Grove Elementary School	Title, I Part A		\$44,237.00
			Notes: Timothy Martin			
4	G1.B1.S1.A4	Design K-5 Vertical Alignment Teams that meet to discuss and analyze ELA and Math standards				\$18,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
		130-Other Certified Instructional Personnel	7981 - Citrus Grove Elementary School			\$0.00
			Notes: Math Coach			
		140-Substitute Teachers	7981 - Citrus Grove Elementary School	Title, I Part A		\$18,000.00
			Notes: Substitutes to cover teacher classrooms for k-5 ELA and Math Walks for all teachers			
5	G1.B1.S2.A1	Group of 30 Staff Members will share learning with their grade level teams and create a plan of action				\$41,903.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
		100-Salaries	7981 - Citrus Grove Elementary School	Title, I Part A		\$41,903.00
			Notes: Stephanie Lalashuis			
6	G1.B1.S2.A2	Follow up training will be provided from a Responsive Classroom Consultant				\$4,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19









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			7981 - Citrus Grove Elementary School	Title, I Part A		\$4,200.00
			Notes: Center for Responsive Classroom			
7	G1.B1.S2.A3	Teachers will utilize and implement tools within Responsive Classroom				\$0.00
8	G1.B1.S3.A1	Survey staff to determine professional learning needs				\$0.00
9	G1.B1.S3.A2	Provide Professional Learning to all staff on Collective Efficacy				\$0.00
10	G1.B1.S3.A3	Implement Collective Efficacy strategies within grade levels in PLC's				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
		120-Classroom Teachers	7981 - Citrus Grove Elementary School	Title, I Part A		\$8,000.00
			Notes: PLC extended data analysis and intervention planning			
11	G1.B1.S4.A1	Communicate the draft plan, collect teacher input, and then revise accordingly.				\$0.00
12	G1.B1.S4.A2	Teachers participation in district content sessions supporting standards-aligned instruction				\$0.00
13	G1.B1.S4.A3	Instructional Coaches will provide facilitation of sharing and planning sessions with teachers to examine the resources available and ensure that the upcoming student tasks are aligned to the depth of the standard.				\$0.00
14	G1.B1.S4.A4	Teachers will incorporate the aligned tasks into their instruction with instructional coaches observing and providing feedback of lessons to provide support to teachers				\$0.00
15	G1.B1.S4.A5	Provide teachers with training on how to use the IPG Skinny Tool and Math Tool, and provide time for practice using in peer classrooms for observational and feedback purposes.				\$0.00
Total:						\$116,340.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G1.B1.S3.A1 A390729	Survey staff to determine professional learning needs	Camacho, Widalis	7/1/2017	List of survey results	8/1/2018 one-time
G1.B1.S4.A1 A390732	Communicate the draft plan, collect teacher input, and then revise accordingly.	Williams, Jennifer	8/20/2018	Minutes/ Agenda	8/20/2018 one-time
G1.B1.S1.A1 A390722	Administration will establish clear, verbal and written expectations and norms for PLC's	Williams, Jennifer	8/20/2018	Agendas, PLC Minutes	8/24/2018 one-time
G1.B1.S1.A2 A390723	Provide Training on ASL (Analyzing Student Learning) Protocol to all grade levels and support staff	Martin, Timothy	8/20/2018	PLC Minutes, Handouts	10/1/2018 one-time
G1.MA1 M427376	SIP Progress Monitoring Meeting	Williams, Jennifer	10/31/2018	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	10/31/2018 one-time
G1.B1.S2.A1 A390726	Group of 30 Staff Members will share learning with their grade level teams and create a plan of...	Lalashuis, Stephanie	8/27/2018	MyPGS Sign In sheets	10/31/2018 one-time
G1.B1.S2.MA2 M427371	Analyze data collected from consultant visit	Lalashuis, Stephanie	10/8/2018	Minutes from SLT, Data collected with RC Tools	11/9/2018 daily
G1.B1.S3.A2 A390730	Provide Professional Learning to all staff on Collective Efficacy	Williams, Jennifer	11/1/2018	My PGS sign in sheet	12/7/2018 one-time
G1.MA2 M427377	SIP Midyear Review	Camacho, Widalis	2/14/2019	Midyear Review in CIMS	2/14/2019 one-time
G1.B1.S4.A2 A390733	Teachers participation in district content sessions supporting standards-aligned instruction	Camacho, Widalis	8/20/2018	My PGS sign in shets	2/25/2019 monthly
G1.B1.S4.A5 A390736	Provide teachers with training on how to use the IPG Skinny Tool and Math Tool, and provide time...	Lalashuis, Stephanie	9/24/2018	IPG Tool Data, PLC Minutes, Training Agenda	4/30/2019 monthly
G1.B1.S1.A4 A390725	Design K-5 Vertical Alignment Teams that meet to discuss and analyze ELA and Math standards	Hutchinson, Patricia	8/14/2018	List of Vertical Teams, Outlook Calendar, Minutes	5/30/2019 one-time
G1.B1.S2.A2 A390727	Follow up training will be provided from a Responsive Classroom Consultant	Lalashuis, Stephanie	9/17/2018	Minutes from Consultant, Classroom walk through data	5/30/2019 semiannually
G1.B1.S1.MA1 M427366	Discuss the effectiveness of PLC's and analyze collected data using the PLC Rubric	Williams, Jennifer	8/8/2018	PLC Data Collected Rubric	5/31/2019 monthly
G1.B1.S1.MA1 M427367	SEL	Williams, Jennifer	8/20/2018	PLC Minutes	5/31/2019 weekly
G1.B1.S1.MA2 M427368	SLT will meet to determine progress towards SIP	Lalashuis, Stephanie	8/26/2018	Outlook Calendar	5/31/2019 weekly
G1.B1.S1.A3 A390724	Provide support for data analysis and common assessments	Lalashuis, Stephanie	8/1/2018	Coaching Notes, PLC Minutes	5/31/2019 monthly
G1.B1.S2.MA1 M427369	Discuss the effectiveness of SEL implementation and analyze supporting data (Keep Report, concerns...	Williams, Jennifer	9/24/2018	Minutes and Reports	5/31/2019 quarterly
G1.B1.S2.MA1 M427370	Coach and administration will provide follow up support to ensure implementation of training.	Williams, Jennifer	8/20/2018	coaching cycles, DPP's, Learning Cycles, Walkthrough's, Data Walks	5/31/2019 every-3-weeks
G1.B1.S2.A3 A390728	Teachers will utilize and implement tools within Responsive Classroom	Lalashuis, Stephanie	9/3/2018	Coaching Notes, RC Tools	5/31/2019 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.MA1  M427372	Analyze Collective Efficacy Results	Williams, Jennifer	8/20/2018	Survey Results	5/31/2019 semiannually
G1.B1.S3.MA1  M427373	Completion of Professional Learning Plan	Camacho, Widalis	8/20/2018	My PGS, Learning Walks, Learning Cycles	5/31/2019 one-time
G1.B1.S3.A3  A390731	Implement Collective Efficacy strategies within grade levels in PLC's	Martin, Timothy	8/27/2018	PLC minutes, coaching interaction logs	5/31/2019 weekly
G1.B1.S4.MA1  M427374	Data analysis	Cortes, Catherine	8/20/2018	iReady, Eduphoria Reports, Walkthrough Data	5/31/2019 quarterly
G1.B1.S4.MA1  M427375	Determine Status towards completing action steps	Williams, Jennifer	10/29/2018	Minutes of SLT	5/31/2019 quarterly
G1.B1.S4.A3  A390734	Instructional Coaches will provide facilitation of sharing and planning sessions with teachers to...	Lalashuis, Stephanie	8/20/2018	PLC Minutes, lesson plans, walkthroughs	5/31/2019 weekly
G1.B1.S4.A4  A390735	Teachers will incorporate the aligned tasks into their instruction with instructional coaches...	Williams, Jennifer	9/17/2018	Coaching Interaction Logs, Walkthroughs, IPG Tool Data	5/31/2019 monthly
G1.MA3  M427378	State Assessment Results	Williams, Jennifer	6/1/2019	Step Zero for 2019-20 SIP	6/1/2019 annually