



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Citrus Grove Elementary

729 HAZEN RD
Deland, FL 32720
386-626-0053

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 68%
Alternative/ESE Center No	Charter School No	Minority Rate 44%

School Grades History

2013-14 B	2012-13 B	2011-12 B	2010-11
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SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Citrus Grove Elementary

Principal

Barbara Head

School Advisory Council chair

Sarah Sieg

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Carrie Korkus	Assistant Principal
Desiree Rybinski	Reading Coach
Rhonda Scull	Math Coach
Barbara Head	Principal

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A Smith

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Sarah Sieg, Teacher/Chairperson
 Theresa Peterson, Teacher
 Nachelly Pena, Support Staff
 Carolyn Akey, Parent
 Anthony Allen, Parent
 Mari Bruno, Parent/DAC Representative
 Jennifer Corbett, Parent
 Charles Longley, Parent
 Rebecca McGuigan, Parent
 Bess Sharkey, Parent
 Angela Spriggs, Parent
 Erin Vermillion, Parent
 Jennifer Wilder, Parent
 Charles Williams, Jr., Parent

Barbara Head, Principal
Aimee Huddleston, Community Member
Carol Corcoran, Business Partner
Amber Patterson, Parent

Involvement of the SAC in the development of the SIP

The SAC reviewed the data from the 2012 - 2013 FCAT 2.0 and the school improvement plan from that year. Then, the committee suggested new strategies that would impact the the data. Additionally, the SAC reviewed and gave input on the 2013 - 2014 school improvement plan.

Activities of the SAC for the upcoming school year

The SAC activities for the upcoming year include reviewing the previous year's data and school improvement plan. The committee provides input on the new school improvement plan based on the school's data from the previous year. Members receive training on collaborative partnering and shared decision-making. The committee monitors the school improvement plan regularly to determine how the goals are being met and is updated monthly on the progress of the parent involvement plan. In addition, the committee completes and review information from the climate survey.

Projected use of school improvement funds, including the amount allocated to each project

Not applicable

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Barbara Head

Principal

Years as Administrator: 17

Years at Current School: 3

Credentials

BS Elementary Education, MA Educational Leadership, Elementary Education/ESOL/Principal Certification, Reading Recovery Certified Teacher

Performance Record

2013- Citrus Grove B School (59%R/59%M, LG 62%R, 68%M, LQ 56%R, 71%M)
 2012- Citrus Grove B School(53%R/51%M, LG 63%R, 66%M, LQ 53%R, 58%M)
 2011- Edith I. Starke B School , AYP 70% R/63%M, 58%R/57%M, 50%R/57%M)
 2010 – Edith I. Starke C School, AYP 69% (67%R/63%M, 58%R/60%M, 43%R/63%M)
 2009 – Edith I. Starke A School, AYP 97% (65% R/69% M; 68% R/71% M; 81% R/73% M) *
 2008 – Edith I. Starke C School, AYP 64% (65% R/57% M; 63% R/53% M; 61% R/57% M) *
 2007 – Edith I. Starke A School, AYP 85% (62% R/55% M; 72% R/ 55% M; 81% R/63% M) *
 2006 – Edith I. Starke B School, AYP 100% (73% R/59% M; 60% R/65% M; 57% R/NA% M)

Carrie Korkus		
Asst Principal	Years as Administrator: 6	Years at Current School: 1
Credentials	BS Early Childhood MA Educational Leadership Certifications: Pre-K -3 Education 1-6 Education Certificate Educational Leadership	
Performance Record	2013 Debary B School, (64%R/62%M;58%R/63%M;45%R/52%M*) 2012 Debary A School,(71%R/71%M;70%R/80%M;69%R/69%M*) 2011-A School, AYP 95% (82% R/ 90% M;69% R/ 74% M; 61% R/ 72% M)* 2010-B School, AYP 92% (82% R/ 82% M;64% R/ 61% M; 42% R/ 62% M) * 2009-A School, AYP 100% (88% R/ 88%M; 74% R/ 72% M; 69% R/ 69% M) * 2008-A School, AYP 100% (88% R/ 90%M; 70% R/ 75% M; 60% R/ 73% M) * *(Proficient Reading/Math; Learning Gains;R/M; Lowest 25% R/M)	

Asst Principal	Years as Administrator:	Years at Current School:
Credentials		
Performance Record		

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Rhonda Scull		
Full-time / School-based	Years as Coach: 5	Years at Current School: 3
Areas	Mathematics, Science	
Credentials	Masters in ESE K-12 BA in P.E. – K-12	
Performance Record	<p>2013- Citrus Grove B School (59%R/59%M, LG 62%R, 68%M, LQ 56%R, 71%M)</p> <p>2012- Citrus Grove B School, (53%R/51% M, LG 63%R, 66%M, LQ 53%R, 58%M)</p> <p>2011-A School (River Springs, AYP - NO (67% M, 66% MLG, 58% MLQ, 72% R, 63% RLG, 61% RLQ)</p> <p>GRADE Pending – Pine Ridge AYP – NO (38R% 41%RLG, 39% LQR,70% M,73%LGM 66%LQM)</p>	

Desiree Rybinski		
Full-time / School-based	Years as Coach: 11	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	Bachelor's Elementary Education Master of Education in Reading	
Performance Record	<p>2013- Citrus Grove B School (59%R/59%M, LG 62%R, 68%M, LQ 56%R, 71%M)</p> <p>2 012- Citrus Grove B School, (53%R/51% M, LG 63%/R, 66%M, LQ 53%R, 58%M)</p> <p>2011- Edith I. Starke B School , AYP (70%R, 58%R LG, 50%R LQ)</p> <p>2010 – Edith I. Starke C School, AYP 69% (67%R; 58%R LG; 43%R LQ)</p> <p>2009 – Edith I. Starke A School, AYP 97% (65% R; 68% R LG; 81% R LQ) *</p> <p>2008 – Edith I. Starke C School, AYP 64% (65% R; 63% R LG; 61% R LQ) *</p> <p>2007 – Edith I. Starke A School, AYP 85% (62% R; 72% R LG; 81% R LQ) *</p> <p>2006 – Edith I. Starke B School, AYP 100% (73% R; 60% R LG; 57% R LQ) *</p> <p>2005- Edith I. Starke C School Grade, AYP 70% (69% R; 56%R LG; 47% R LQ)</p> <p>Prior to 2005, the reading coach was a classroom teacher.</p>	

Classroom Teachers

of classroom teachers

59

receiving effective rating or higher

58, 98%

Highly Qualified Teachers

105%

certified in-field

62, 105%

ESOL endorsed

40, 68%

reading endorsed

14, 24%

with advanced degrees

25, 42%

National Board Certified

2, 3%

first-year teachers

5, 8%

with 1-5 years of experience

20, 34%

with 6-14 years of experience

22, 37%

with 15 or more years of experience

14, 24%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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, Lead Teacher
5. All teachers are provided with staff development opportunities that support current implementation of programs such as MacMillan, Elements of Reading, and student assessments such as FAIR, DIBELS, and county mandated progress monitoring and diagnostic tests - Principal, School Based Coaching Staff, District Support Staff

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Misty Skeel / 2nd / Sandy Archer
 Christy Carter /3rd / Sandy Archer
 Terri Robertson / 3rd / Sandy Archer
 Brittany Hunisch / KG / Sandy Archer

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based MTSS 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, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated 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 Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

District program specialists.

Strategy: Before or After School Program

Minutes added to school year: 1,080

Tutoring (ELL, Stars, District Funded SAI, School based)
Identified students will be targeted for additional reading, math, science and writing instruction after school.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Tutors will collect data

Who is responsible for monitoring implementation of this strategy?

Administration and tutors

Strategy: Summer Program

Minutes added to school year: 0

Media Specialist will provide summer media days for families to participate in book checkout, book club activities, and story time.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Media Specialist will monitor Reading Counts points from the summer and track attendance for each event.

Who is responsible for monitoring implementation of this strategy?

Administration

Strategy: Before or After School Program

Minutes added to school year: 1,080

ELL students receive before and after school homework assistance in order to provide students with directed academic support that reinforces classroom instruction.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

ELL teachers will collect data from formative and summative mathematics and English/Language Arts assessments administered by classroom teachers.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Desiree Rybinski	Academic Coach
Carrie Korkus	Assistant Principal
Barbara Head	Principal
Amy Derstine	Kindergarten Teacher
Gina Gerlach	1st Grade Teacher
Carol Snyder	2nd Grade Teacher

Name	Title
Linda Berner	3rd Grade Teacher
Patricia Hutchinson	4th Grade Teacher
Monica Reulbach	5th Grade Teacher
Angela Young	Media Specialist
Aurora Sanchez-Garcia	ESOL Teacher
Kimberly Innes	ESE Teacher

How the school-based LLT functions

The school's Literacy Leadership Team focuses on effective delivery of core reading instruction and includes RtI implementation addressing individual as well as class, grade-level and school-wide issues. The school's literacy leadership team will focus around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency
Public School Choice Supplemental Educational Services (SES) Notification.

Major initiatives of the LLT

The LLT at Citrus Grove will work to support teachers in delivering the core reading curriculum, implementing interventions, and enrichment to identified students. The team will also work to align current curriculum materials (MacMillan & Social Studies Weekly) with the rigor of the Common Core State Standards.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

NA

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

n/a

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

n/a

Strategies for improving student readiness for the public postsecondary level

n/a

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	59%	No	65%
American Indian				
Asian		45%		
Black/African American	42%	59%	Yes	48%
Hispanic	46%	45%	No	51%
White	73%	67%	No	75%
English language learners	40%	41%	Yes	46%
Students with disabilities	25%	20%	No	32%
Economically disadvantaged	52%	54%	Yes	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	182	58%	65%
Students scoring at or above Achievement Level 4	99	32%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	181	59%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	30	56%	62%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	69	54%	59%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	29	23%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	33	26%	29%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	45	46%	51%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	59%	Yes	59%
American Indian				
Asian		27%		
Black/African American	23%	59%	Yes	30%
Hispanic	41%	41%	Yes	47%
White	67%	71%	Yes	70%
English language learners	38%	39%	Yes	43%
Students with disabilities	33%	28%	No	39%
Economically disadvantaged	47%	51%	Yes	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	185	59%	65%
Students scoring at or above Achievement Level 4	83	27%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	143	68%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	40	71%	78%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	21%	24%
Students scoring at or above Achievement Level 4	47	40%	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	32	5%	4%
Students who are not proficient in reading by third grade	48	43%	39%
Students who receive two or more behavior referrals	61	7%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	20	2%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See Title I Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** All teachers will implement effective, differentiated instruction that is aligned to Common Core State Standards and Next Generation Sunshine State Standards as appropriate.

Goals Detail

G1. All teachers will implement effective, differentiated instruction that is aligned to Common Core State Standards and Next Generation Sunshine State Standards as appropriate.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Instructional Coaches
- administration
- ELL teachers
- ESE teachers
- District ELL staff
- SIPPS materials
- District designed professional development (Early Release Days, Professional Development Day)
- Acaletics materials
- Instructional Support Teacher on Assignment
- Weekly PLC meetings for all grade levels embedded into contracted hours
- Waterford
- ERI

Targeted Barriers to Achieving the Goal

- Teachers lack the time, resources and knowledge to effectively provide differentiated instruction for all students.
- Current student data indicates that many students (particularly the following subgroups: ESE, ELL and Hispanic) lack the foundational skills necessary to be successful in meeting the rigor of Common Core State Standards.

Plan to Monitor Progress Toward the Goal

Review baseline FAIR data for all grade levels, District Semester Assessments, and Acaletics Pre-assessment. Review District Interim Assessment data immediately following administration (approximately every 6 weeks). Review classroom observation data from coaches and administration

Person or Persons Responsible

SBLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Grade level data charts indicating percentages of students meeting expectation (broken down by teacher), Summary of classroom observation data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will implement effective, differentiated instruction that is aligned to Common Core State Standards and Next Generation Sunshine State Standards as appropriate.

G1.B1 Teachers lack the time, resources and knowledge to effectively provide differentiated instruction for all students.

G1.B1.S1 Design and deliver professional development in effective, differentiated instruction that is aligned to Common Core State Standards and Next Generation Sunshine State Standards.

Action Step 1

Deliver professional development to staff during summer, pre-planning, early release professional development days, weekly PLC meetings, teacher duty days, and faculty meetings; with follow up coaching and implementation support.

Person or Persons Responsible

Instructional coaches, IS-TOA, Administration

Target Dates or Schedule

Ongoing from July 2013-May 2014

Evidence of Completion

Agendas, sign in sheets, teacher reflections, classroom observations, follow up coaching

Facilitator:

Instructional coaches, IS-TOA, Administration, District Staff

Participants:

Citrus Grove teachers

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

Professional development facilitator will monitor attendance and exit slips, and create a plan for follow up coaching.

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Sign in sheets, exit slips, coaching follow up schedule

Plan to Monitor Effectiveness of G1.B1.S1

Monitor implementation of instructional strategies taught during professional development

Person or Persons Responsible

Instructional coaches, administration, teachers

Target Dates or Schedule

Daily during classroom observations, review of data immediately following assessments

Evidence of Completion

Classroom observation data, summative assessments in all subject areas, FAIR data

G1.B2 Current student data indicates that many students (particularly the following subgroups: ESE, ELL and Hispanic) lack the foundational skills necessary to be successful in meeting the rigor of Common Core State Standards.

G1.B2.S1 Design master schedule to include additional, effective math instruction time to meet the various needs of all students.

Action Step 1

Design master schedule to include additional, effective math instruction time to meet the various needs of all students.

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule

Summer

Evidence of Completion

Master Schedule

Action Step 2

Implement Acaletics during additional math instruction time (math club).

Person or Persons Responsible

2nd-5th Grade teachers

Target Dates or Schedule

3-5 times weekly as represented on master schedule

Evidence of Completion

Master schedule, classroom observations

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

Design master schedule to include additional, effective math instruction time to meet the various needs of all students.

Person or Persons Responsible

Instructional Coaches, Administration

Target Dates or Schedule

Daily

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G1.B2.S1

Implementation of additional, effective math instruction time to meet the various needs of all students.

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule

Daily

Evidence of Completion

Classroom observations

G1.B2.S2 Design master schedule to include a designated block of time to differentiate ELA foundational skills instruction for grades K-3.

Action Step 1

Implement Systematic Instruction in Phonological Awareness, Phonics and Sight (SIPPS) words in grades K-3.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

3-5 times weekly as indicated on master schedule

Evidence of Completion

Classroom observations

Action Step 2

Design master schedule to include a designated block of time to differentiate ELA foundational skills instruction for grades K-3.

Person or Persons Responsible

Administration, Instructional Coach

Target Dates or Schedule

Summer

Evidence of Completion

Master schedule

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Implementation of Systematic Instruction in Phonological Awareness, Phonics and Sight (SIPPS) words in grades K-3.

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule

Daily

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G1.B2.S2

Implement Systematic Instruction in Phonological Awareness, Phonics and Sight (SIPPS) words in grades K-3.

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Observations, review of SIPPS mastery data and lessons gained by instructional group

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Under Title I Part A

Citrus Grove works with outside 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 FCAT data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better reader

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:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- 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:

- D.A.R.E.
- 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 Program
- Annual Health/Fitness Event

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, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. All teachers will implement effective, differentiated instruction that is aligned to Common Core State Standards and Next Generation Sunshine State Standards as appropriate.

G1.B1 Teachers lack the time, resources and knowledge to effectively provide differentiated instruction for all students.

G1.B1.S1 Design and deliver professional development in effective, differentiated instruction that is aligned to Common Core State Standards and Next Generation Sunshine State Standards.

PD Opportunity 1

Deliver professional development to staff during summer, pre-planning, early release professional development days, weekly PLC meetings, teacher duty days, and faculty meetings; with follow up coaching and implementation support.

Facilitator

Instructional coaches, IS-TOA, Administration, District Staff

Participants

Citrus Grove teachers

Target Dates or Schedule

Ongoing from July 2013-May 2014

Evidence of Completion

Agendas, sign in sheets, teacher reflections, classroom observations, follow up coaching

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All teachers will implement effective, differentiated instruction that is aligned to Common Core State Standards and Next Generation Sunshine State Standards as appropriate.	\$19,890
Total		\$19,890

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
Title I	\$9,890	\$10,000	\$19,890
Total	\$9,890	\$10,000	\$19,890

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. All teachers will implement effective, differentiated instruction that is aligned to Common Core State Standards and Next Generation Sunshine State Standards as appropriate.

G1.B1 Teachers lack the time, resources and knowledge to effectively provide differentiated instruction for all students.

G1.B1.S1 Design and deliver professional development in effective, differentiated instruction that is aligned to Common Core State Standards and Next Generation Sunshine State Standards.

Action Step 1

Deliver professional development to staff during summer, pre-planning, early release professional development days, weekly PLC meetings, teacher duty days, and faculty meetings; with follow up coaching and implementation support.

Resource Type

Professional Development

Resource

Facilitators, teacher stipends

Funding Source

Title I

Amount Needed

\$9,890

G1.B2 Current student data indicates that many students (particularly the following subgroups: ESE, ELL and Hispanic) lack the foundational skills necessary to be successful in meeting the rigor of Common Core State Standards.

G1.B2.S1 Design master schedule to include additional, effective math instruction time to meet the various needs of all students.

Action Step 2

Implement Acaletics during additional math instruction time (math club).

Resource Type

Evidence-Based Program

Resource

Acaletics student materials

Funding Source

Title I

Amount Needed

\$10,000