



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Citrus Grove Elementary
2527 SW CITRUS BLVD
Palm City, FL 34990
772-223-2513
cge.sbmc.org

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 26%
Alternative/ESE Center No	Charter School No	Minority Rate 20%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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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

Tyson Villwock

School Advisory Council chair

Kim Svoboda

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

Name	Title
Julianne Gagliardo	SAC Co Chair
Pam Aursland	Assistant Principal
Shelley Giallanzo	Second Grade Teacher
Tammy Reinhart	Fifth Grade Teacher
Connie Webb	Literacy Coach
Dr. Jessica Tuma	Fourth Grade Teacher
Mark Scholl	Guidance Counselor
Debra Brown	Intervention Problem Solving Coach
Tyson Villwock	Principal

District-Level Information

District

Martin

Superintendent

Mrs. Laurie Gaylord

Date of school board approval of SIP

10/15/2013

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

Citrus Grove's SAC membership includes the principal, SAC Co chairs Julianne Gagliardo, and Kim Svoboda, as well as an appropriate balance of teachers, support personnel, parents and business partners. Kim Svoboda
 Julianne Gagliardo Tyson Villwock Kim Wendisch Alexis Gibson, Danny Rendell (school personnel), Joe Gillette
 Art Gagliardo, business partner, Alma Salguero, Cindy Pieper, Brenda Estrella, Paul Helser, Sandra

Smith

Dana Shane, Debra Nolan, Karin Ocampo, Ellen Earle, Michele Phillips, Bruce Nathan (parents).

Involvement of the SAC in the development of the SIP

The purpose of the School Advisory Committee is to assist preparation, monitor the implementation and evaluate the results of the school improvement plan. This committee also assists the principal with the annual budget.

Activities of the SAC for the upcoming school year

The SAC will conduct monthly meetings in which the committee will review relevant data, identify areas of weakness, and monitor the implementation of the SIP plans.

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

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

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:

Tyson Villwock		
Principal	Years as Administrator: 14	Years at Current School: 6
Credentials	Degrees: B.S. Elementary Education M.S. Educational Leadership Certification:Elementary Education Educational Leadership Gifted Endorsement ELL Endorsement	
Performance Record	2013- Grade A Mastery: Reading 76%; Math 77% Science 73%; Writing 71% Lowest Quartile Gains: Reading 75%; Math 81% 2012- Grade A Mastery: Reading 82%; Math 79% Science 58%; Writing 94% Lowest Quartile Gains: Reading 77%; Math 76% 2011- Grade A Mastery: Reading 93%; Math 92% Science 68%; Writing 79% Met AYP 2010-Grade A Mastery: Reading 94%; Math 93% Science 83%; Writing 93% Did not meet AYP(95% of criteria met) Did not meet SWD Math and Reading proficiency 2009-Grade A Mastery: Reading 95%; Math 89% Science 67%; Writing 94% Did not meet AYP(97% of criteria met) Did not meet ED Math proficiency	

Pamela Aursland		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	Degrees: B.S. Elementary Education M.S. Educational Leadership Certification:Elementary Education Educational Leadership ELL Endorsement	
Performance Record	N/A	

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Connie Webb

Full-time / School-based Years as Coach: 1 Years at Current School: 6

Areas Reading/Literacy

Credentials Bachelors degree in Elementary Education ESOL Endorsement

Performance Record

Debra Brown

Full-time / School-based Years as Coach: 1 Years at Current School: 6

Areas Data, Rtl/MTSS, Other

Credentials Bachelors Elementary Education
Certification Specific Learning Disabilities

Performance Record

Classroom Teachers

of classroom teachers

46

receiving effective rating or higher

43, 93%

Highly Qualified Teachers

100%

certified in-field

41, 89%

ESOL endorsed

25, 54%

reading endorsed

2, 4%

with advanced degrees

17, 37%

National Board Certified

4, 9%

first-year teachers

3, 7%

with 1-5 years of experience

12, 26%

with 6-14 years of experience

23, 50%

with 15 or more years of experience

11, 24%

Education Paraprofessionals**# of paraprofessionals**

6

Highly Qualified

6, 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

Provide new teachers to the school and district grade level mentors as well as additional administrative support.

Offer on-going opportunities for for professional growth

Administration is responsible for these actions.

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

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

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

individually (a single student), small groups of students, class rooms, grade levels and the student body. Problem solving solutions include interventions for those with in CGE's system and the structures of the systems themselves.

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

The Core MTSS Team is made up of CGE's administration, The Guidance Department, Exceptional Student Education, Classroom teachers, and District Personnel. Administration operates as leadership and provides continuity and connectivity through the school. Both MTSS and SIP endeavors rely on administration for their broad understanding of school operations and for articulation between the different systems and organizations in CGE. The guidance Department facilitates students interaction with the MTSS process by organizing meetings, assisting in the creation, support, monitoring or interventions and by providing direct services to students. Personnel from ESE function as providers of interventions, administration of the MTSS process. Classroom teaches provide support in defining student problems and matching interventions to the identified need. District Personnel are involved with the procedures of formalizing evaluations and interpretation of data.

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

Leadership is embedded in both the MTSS and the SIP committee so that all aspects of both systems are monitored in real time. Additionally, aside from the quantifiable data the leadership team gathers, they are also in a position to hear and receive feedback from the constituents of CGE.

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

Data sources that will be used this year include but are not limited to Fountas and Pinnell, iReady, Benchmark Tests, observations, academic and behavioral screeners. Data bases such as Performance Matters, PBIS, iready, will be employed and also uploaded into our MTSS data base that will be used to track effectiveness interventions and instruction that is school wide, across a grade level, in individual classes, for small groups or single student. Data will be graphed, presented, and evaluated during meetings of the various teams.

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

The MTSS process, through it's continuing development is articulated to teachers in large and small group settings and CGE is developing a data base to support the tracking requirements of MTSS. At the same time, educating teachers and parents continues with individual meetings, providing resources and educational aids, such as FDOE informational fliers, videos and web information, as well as graphical explanations of academic expectations or comparative data to parents. Both the Guidance Department and Administration have open door policies and take measures to involve parents in the MTSS process by sharing data and inviting them to participate in the process.

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: Before or After School Program

Minutes added to school year: 6,400

Use of online reading program which is a research based intensive program geared towards under performing students. Program is the Power Reading Online program by Maria Carbo

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data will be collected through the built in reports contained within the program. The students will take a pretest and a post test to determine growth and effectiveness.

Who is responsible for monitoring implementation of this strategy?

Guidance Counselor, Lead teacher, administration

Literacy Leadership Team (LLT)

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

Name	Title
Laura Bakkedahl	Kindergarten Teacher
Cristina Bello	First Grade Teacher
Ashley Ciliberti	Second Grade Teacher
Donna Jacobsen	Third Grade Teacher
Roxanne Johnson	Fourth Grade Teacher
Nancy Mejias	Fifth Grade Teacher
Kim Brown	ESE Teacher
Lana Barros	Media Specialist
Jill Hornstein	Kindergarten Teacher
Alicia Carter	First Garde Teacher
Kelly Jacobs	Second Grade Teacher
Joan Klostreich	Third Grade Teacher
Jennifer Oliver	Fourth Grade Teacher
Connie Webb	Literacy Coach

How the school-based LLT functions

The core LLT team meets during regularly scheduled monthly meetings to analyze data, address needs and concerns and support teachers through planning specific professional development sessions. Meeting may also be held more frequently if the need arises.

Major initiatives of the LLT

This year the LLT will concentrate on improving instruction within the "balanced literacy model". We will also continue our task of supporting teachers implement the common core state standards in K-2 and blend the new standards with the sunshine state standards in grades 3-5. The LLT will also continue to improve the use of data to drive instruction.

Every Teacher Contributes to Reading Instruction

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

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

Voluntary Pre-K is involved in staff professional development and school programs aligned to expectations and experiences for pre-k students to matriculate successfully in elementary school.

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

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

Strategies for improving student readiness for the public postsecondary level

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	81%	76%	No	83%
American Indian				
Asian				
Black/African American				
Hispanic	80%	71%	No	82%
White	81%	77%	No	83%
English language learners				
Students with disabilities	57%	43%	No	61%
Economically disadvantaged	69%	57%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	28%	30%
Students scoring at or above Achievement Level 4	88	48%	50%

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>		16%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		18%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	216	75%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	54	75%	77%

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)	[data excluded for privacy reasons]		6%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		5%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		4%

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	69	71%	73%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	79%	77%	No	81%
American Indian				
Asian				
Black/African American				
Hispanic	68%	71%	Yes	71%
White	82%	78%	No	84%
English language learners				
Students with disabilities	63%	53%	No	66%
Economically disadvantaged	65%	65%	Yes	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	97	33%	35%
Students scoring at or above Achievement Level 4	128	44%	46%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	233	81%	83%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	58	81%	83%

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	26	30%	32%
Students scoring at or above Achievement Level 4	36	43%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

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)	3		100
Participation in STEM-related experiences provided for students	105	18%	20%

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	33	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	8	1%	0%
Students who are not proficient in reading by third grade	33	6%	2%
Students who receive two or more behavior referrals	15	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	0%	0%

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

Parent involvement is encouraged and increased through various activities and events such as but not limited to: Open House, Curriculum Nights, Parent Conference nights, PTA events, school wide PBS events, Volunteer program, Watch D.O.G.S program.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement	357	85%	87%

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.** The percentage of students scoring level 3 or above in reading will increase.
- G2.** Percentage of students scoring at Levels 4 and 5 on the 2014 FCAT Reading test will increase.
- G3.** The level of students scoring a 3 or above in math will increase
- G4.** Increase students at 4.0 or higher in writing
- G5.** Students scoring at or above a level 3 in science will increase.

Goals Detail

G1. The percentage of students scoring level 3 or above in reading will increase.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Full time Literacy Coach will model best practices and support instruction. Various trainings will be provided by Literacy Coach and administration with a concentration in balanced literacy, best practices for common core state standards and words their way. Power Reading Online program will be utilized with student performing below grade level.
- Power Reading Online program will be utilized with student performing below grade level. This is a research based, intensive reading program from Maria Carbo.

Targeted Barriers to Achieving the Goal

- Limited personnel to address the needs of the area of the Power Reading Online program that requires students to read one on one.
- Instructional staff needs support and training in balanced literacy and guided reading groups.

Plan to Monitor Progress Toward the Goal

Testing data on FCAT, benchmarks, i-ready

Person or Persons Responsible

Administration, Literacy coach

Target Dates or Schedule:

When new test data is available

Evidence of Completion:

Increase in student's' score.

G2. Percentage of students scoring at Levels 4 and 5 on the 2014 FCAT Reading test will increase.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Access to unwrapped standards, learning goals and scales on district website. Literacy Coach, Professional development in reading instruction, Professional Learning Communities focused on reading.

Targeted Barriers to Achieving the Goal

- Opportunities for acquisition and application of higherorder thinking

Plan to Monitor Progress Toward the Goal

Testing data from FCAT, i-ready, benchmarks

Person or Persons Responsible

Administration, Literacy Coach

Target Dates or Schedule:

When new data is available

Evidence of Completion:

Students' scores will increase

G3. The level of students scoring a 3 or above in math will increase

Targets Supported

- 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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Unwrapped standards, learning goals and scales are on the district website. Connect Ed online resources, Key skills math computer program

Targeted Barriers to Achieving the Goal

- Students have difficulty connecting math to real life experiences
- Alignment of math materials to common core state standards in grades 3 through 5

Plan to Monitor Progress Toward the Goal

Testing data

Person or Persons Responsible

Administration

Target Dates or Schedule:

Benchmark iready and FCAT data are available

Evidence of Completion:

Scores will increase and student understanding will be evident on assessments

G4. Increase students at 4.0 or higher in writing

Targets Supported

- Writing

Resources Available to Support the Goal

- Monthly district based writing workshops, Literacy coach is available to monitor lessons and model best practices.

Targeted Barriers to Achieving the Goal

- Lack of continuity and expectations across the grades

Plan to Monitor Progress Toward the Goal

Increase in writing scores

Person or Persons Responsible

Administration, Literacy coach

Target Dates or Schedule:

FCAT Scores are released

Evidence of Completion:

Increase in students scoring above level 4

G5. Students scoring at or above a level 3 in science will increase.

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- District scope and sequence, PD from district science coordinator, common learning goals and scales

Targeted Barriers to Achieving the Goal

- Adjustment to Next Generation Standard 2.0 with adherence to curriculum map

Plan to Monitor Progress Toward the Goal

Increase student learning in science

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule:

When standard assessment results are shared

Evidence of Completion:

Benchmark test, Classroom assessments, FCAT results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The percentage of students scoring level 3 or above in reading will increase.

G1.B1 Limited personnel to address the needs of the area of the Power Reading Online program that requires students to read one on one.

G1.B1.S1 Elicit school personnel to sign up to listen to students read out loud.

Action Step 1

Increase students reading time and fluency

Person or Persons Responsible

Teachers, school personnel

Target Dates or Schedule

On going

Evidence of Completion

Students reading to staff member

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

Monitor the students reading to various personnel

Person or Persons Responsible

Teachers, students, staff

Target Dates or Schedule

On going

Evidence of Completion

Observations

Plan to Monitor Effectiveness of G1.B1.S1

Use of the Power Reading Online Program

Person or Persons Responsible

Staff and students

Target Dates or Schedule

On going

Evidence of Completion

Students will move through levels within the program

G1.B2 Instructional staff needs support and training in balanced literacy and guided reading groups.

G1.B2.S1 Support and train teachers to analyze student reading data and collaborate to form differentiated small groups.

Action Step 1

Model Lessons, Staff Meetings Professional Development/Trainings, Grade Level Meetings Individual Teacher Discussions

Person or Persons Responsible

Literacy Coach and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches' Log Sign-in Forms PD/Training Evaluations in ERO

Facilitator:

Literacy Coach/ Administration

Participants:

Teachers

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

Coach's Log Teacher Feedback Student Progress

Person or Persons Responsible

Literacy Coach Administration Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Coaches' Log Evaluations in ERO Record

Plan to Monitor Effectiveness of G1.B2.S1

Teacher Feedback, Student Progress, Change in Classroom Instruction

Person or Persons Responsible

Literacy Coaches Administration Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Evaluations in ERO Teacher Feedback Student Progress

G1.B2.S2 Literacy coaches will model best instructional practices, facilitate discussions, and reflect with teachers on instructional practice.

Action Step 1

Continuing professional development in best practices through the implementation of Professional Learning Communities

Person or Persons Responsible

Teachers, Literacy Coach, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Change in classroom practices

Action Step 2

Continuing professional development in best practices.

Person or Persons Responsible

Teachers, Literacy Coach

Target Dates or Schedule

Bi weekly throughout the year

Evidence of Completion

Changes in classroom practices

Facilitator:

Connie Wee, Literacy Coach

Participants:

All Teachers

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

Observations, Lesson Plans, Data on small groups

Person or Persons Responsible

Literacy Coach, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Notes from meetings, planning sheets, lesson plans

Plan to Monitor Effectiveness of G1.B2.S2

Implementation of "balanced literacy".

Person or Persons Responsible

Classroom teachers, Literacy Coach, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

lesson plans, data sheets, student "track your learning charts", observations

G2. Percentage of students scoring at Levels 4 and 5 on the 2014 FCAT Reading test will increase.

G2.B1 Opportunities for acquisition and application of higherorder thinking

G2.B1.S1 Instruction utilizing Marzano's Design Questions #2, #3, and #4 will be employed.

Action Step 1

Deeper understanding of Marzano's elements to promote higher order thinking

Person or Persons Responsible

Teachers, Admin, Literacy Coach

Target Dates or Schedule

Weekly or biweekly meetings

Evidence of Completion

Change is use of best practices in calssroom instruction

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

Teachers will monitor changes through discussion, and lesson planning

Person or Persons Responsible

Teachers, Literacy Coach, Administration

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans, team meeting discussions, use of strategies

Plan to Monitor Effectiveness of G2.B1.S1

Use of Marzano's element to insure higher order thinking skills.

Person or Persons Responsible

Teachers, Literacy Coach, Administration

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Benchmark assessments Classroom assessments

G3. The level of students scoring a 3 or above in math will increase

G3.B1 Students have difficulty connecting math to real life experiences

G3.B1.S1 Incorporate math day into field day that links physical activity with monitoring heart rate, steps taken, scores achieved.

Action Step 1

Plan to link math concepts to each field day event

Person or Persons Responsible

SIP Committee, Teachers, PE Coach

Target Dates or Schedule

May 2014

Evidence of Completion

Lesson plans, completion of events

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

Monitor structure and relevance of activities

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

Before, during and after the event

Evidence of Completion

Completion of event

Plan to Monitor Effectiveness of G3.B1.S1

Field day and math concepts

Person or Persons Responsible

Classroom teachers and PE coach

Target Dates or Schedule

After the event

Evidence of Completion

Debriefing meeting, student feedback

G3.B2 Alignment of math materials to common core state standards in grades 3 through 5

G3.B2.S1 Cross grade level exchanges of math standards to review the curriculum spiral of common core state standards

Action Step 1

Continuing professional development in best practices through the implementation of Professional Learning Communities

Person or Persons Responsible

Teachers, Literacy Coach, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Change in classroom practices

Facilitator:

Administration

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Use of resources identified by the PLC groups

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Changes in classroom practices

Plan to Monitor Effectiveness of G3.B2.S1

Use of best practices to increase learning

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Observations, Lesson plans,

G3.B2.S2 Explore CPalms for resources to support current math series and provide a crosswalk to common cor standards

Action Step 1

Continuing professional development in best practices through the implementation of Professional Learning Communities

Person or Persons Responsible

Teachers, Literacy Coach, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Change in classroom practices

Action Step 2

Alignment of current curriculum to CCSS

Person or Persons Responsible

Admin and teachers

Target Dates or Schedule

On going

Evidence of Completion

Complete training on use CPalm resources

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Monitor use of resources

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G3.B2.S2

Aligning classroom assignments with use of resources

Person or Persons Responsible

Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Classroom and district assessments

G4. Increase students at 4.0 or higher in writing

G4.B1 Lack of continuity and expectations across the grades

G4.B1.S1 Have grade level leaders attend monthly writing workshops, and train peers. All materials obtained at trainings will be placed on the common drive for all teachers to access

Action Step 1

Professional development in writing sessions

Person or Persons Responsible

Lead teachers

Target Dates or Schedule

Monthly

Evidence of Completion

ERO registration and receipt of materials

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Monitor use of new resources through classroom implementation

Person or Persons Responsible

Classroom teachers, Literacy coach, Admin

Target Dates or Schedule

OnGoing

Evidence of Completion

Classroom Observations

Plan to Monitor Effectiveness of G4.B1.S1

New strategies for writing

Person or Persons Responsible

Classroom Teachers, Admin, Literacy coach

Target Dates or Schedule

On going

Evidence of Completion

Change in student progress

G5. Students scoring at or above a level 3 in science will increase.

G5.B1 Adjustment to Next Generation Standard 2.0 with adherence to curriculum map

G5.B1.S1 Provide FCAT Test item specifications to teachers for focus on proficiency of FCAT 2.0 standards as well as unwrapped standards from the district website

Action Step 1

Adjusting to new standards

Person or Persons Responsible

Teacher

Target Dates or Schedule

On going

Evidence of Completion

When teachers are actively using resources from the district coordinator

Facilitator:

Valeria Gaynor

Participants:

CGE Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Use of learning goals, scales and district resources

Person or Persons Responsible

Administration

Target Dates or Schedule

On Going

Evidence of Completion

Lesson Plans Observations

Plan to Monitor Effectiveness of G5.B1.S1

District Resources

Person or Persons Responsible

Teacher

Target Dates or Schedule

On going

Evidence of Completion

Test, classroom activities, observations

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

Citrus Grove Elementary school coordinates and integrates all federal, state, and local programs that impact the school:

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

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. The percentage of students scoring level 3 or above in reading will increase.

G1.B2 Instructional staff needs support and training in balanced literacy and guided reading groups.

G1.B2.S1 Support and train teachers to analyze student reading data and collaborate to form differentiated small groups.

PD Opportunity 1

Model Lessons, Staff Meetings Professional Development/Trainings, Grade Level Meetings Individual Teacher Discussions

Facilitator

Literacy Coach/ Administration

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches' Log Sign-in Forms PD/Training Evaluations in ERO

G1.B2.S2 Literacy coaches will model best instructional practices, facilitate discussions, and reflect with teachers on instructional practice.

PD Opportunity 1

Continuing professional development in best practices.

Facilitator

Connie Wee, Literacy Coach

Participants

All Teachers

Target Dates or Schedule

Bi weekly throughout the year

Evidence of Completion

Changes in classroom practices

G3. The level of students scoring a 3 or above in math will increase

G3.B2 Alignment of math materials to common core state standards in grades 3 through 5

G3.B2.S1 Cross grade level exchanges of math standards to review the curriculum spiral of common core state standards

PD Opportunity 1

Continuing professional development in best practices through the implementation of Professional Learning Communities

Facilitator

Administration

Participants

All teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Change in classroom practices

G5. Students scoring at or above a level 3 in science will increase.

G5.B1 Adjustment to Next Generation Standard 2.0 with adherence to curriculum map

G5.B1.S1 Provide FCAT Test item specifications to teachers for focus on proficiency of FCAT 2.0 standards as well as unwrapped standards from the district website

PD Opportunity 1

Adjusting to new standards

Facilitator

Valeria Gaynor

Participants

CGE Teachers

Target Dates or Schedule

On going

Evidence of Completion

When teachers are actively using resources from the district coordinator

Appendix 2: Budget to Support School Improvement Goals