



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Citrus Grove Elementary School

2121 NW 5TH ST

Miami, FL 33125

305-642-4141

<http://citrusgrove.dadeschools.net/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 96%
Alternative/ESE Center No	Charter School No	Minority Rate 100%

School Grades History

2013-14 C	2012-13 D	2011-12 C	2010-11 C
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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 School

Principal

Sharon M. Johnson

School Advisory Council chair

Alma Dennis

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

Name	Title
Sharon M. Johnson	Principal
Mayra DeLEON	Assistant Principal
Eleanor Naylor-Souto	Lead Teacher
Michelle Tano	Math Coach
Barbara Perez	Student Services Chairperson
Marcea Cadieux	Special Education Chairperson
Susana Perez	Reading Coach
Milagro Ruiz	Science Coach

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

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

Principal - 1, UTD Steward - 1, Teachers - 4, Parents - 5, Educational Support - 1, Student - 1 and Business /Community Representatives - 2

Involvement of the SAC in the development of the SIP

The Educational Excellence School Advisory Council (EESAC) facilitated and approved the 2012-2013 End of Year Review establishing which strategies were successful as well as other suggestions that could be utilized for the 2013-2014 school year. Members of the EESAC contributed to the writing, reviewing and approving of the 2013-2014 School Improvement Plan.

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Council (EESAC) will meet monthly to assist in the development, implementation, monitoring and approval of the 2013 – 2014 School Improvement Plan (SIP) goals. The SIP will be reviewed at each meeting to monitor progress and determine what funding is necessary to implement the SIP effectively.

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

The Educational Excellence School Advisory Council (EESAC) will make certain that EESAC funds are utilized to meet the goals of the School Improvement Plan. Proposed projects include:

- Truancy Child Study Team \$675.00
- Positive Behavior Supports Team \$675.00
- Student and Staff Incentives, Awards and Recognition \$1,650.00
- Instructional materials and/or equipment \$2,500.00

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

N/A

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:

Sharon M. Johnson

Principal

Years as Administrator: 11

Years at Current School: 4

Credentials

Bachelor of Arts, Master of Education/ Varying Exceptionalities, Educational Leadership, Principalship

Performance Record

'13 '12 '11 '10 '09 '08
 AMO
 School Grade D C C C C C
 High Standards Rdg. 45 39 53 50 53 50
 High Standards Math 42 41 59 63 62 63
 Lrng Gains-Rdg. 65 66 62 59 60 63
 Lrng Gains-Math 46 55 51 63 60 73
 Gains-Rdg-25% 54 70 59 54 49 60
 Gains-Math-25% 50 56 61 81 61 79

Mayra DeLEON		
Asst Principal	Years as Administrator: 11	Years at Current School: 2
Credentials	Bachelor of Science, Master of Science/ Elementary Education, Educational Leadership	
Performance Record	'13 '12 '11 '10 '09 '08 AMO School Grade D A A A A A High Standards Rdg. 45 81 90 91 88 88 High Standards Math 42 75 88 86 78 84 Lrng Gains-Rdg. 65 88 82 71 68 70 Lrng Gains-Math 46 84 64 62 57 63 Gains-Rdg-25% 54 89 73 69 55 63 Gains-Math-25% 50 87 62 54 51 52	

Instructional Coaches

# of instructional coaches	4
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Regina Johnson		
Full-time / District-based	Years as Coach: 4	Years at Current School: 27
Areas	Reading/Literacy, Mathematics	
Credentials	Master of Science and Bachelor of Arts in Elementary Education, ESOL, Reading and Sociology	
Performance Record	'13 '12 '11 '10 '09 '08 AMO School Grade D C C C C C High Standards Rdg. 45 39 53 50 53 50 High Standards Math 42 41 59 63 62 63 Lrng Gains-Rdg. 65 66 62 59 60 63 Lrng Gains-Math 46 55 51 63 60 73 Gains-Rdg-25% 54 70 59 54 49 60 Gains-Math-25% 50 56 61 81 61 79	

Michelle Tano		
Full-time / District-based	Years as Coach: 4	Years at Current School: 21
Areas	Mathematics	
Credentials	Specialist in Science, Masters of Science and Bachelors of science in Elementary Education, ESOL. P.E.	
Performance Record	'13 '12 '11 '10 '09 '08 AMO School Grade D C C C C C High Standards Rdg. 45 39 53 50 53 50 High Standards Math 42 41 59 63 62 63 Lrng Gains-Rdg. 65 66 62 59 60 63 Lrng Gains-Math 46 55 51 63 60 73 Gains-Rdg-25% 54 70 59 54 49 60 Gains-Math-25% 50 56 61 81 61 79	

Milagro Ruiz		
Full-time / District-based	Years as Coach: 3	Years at Current School: 1
Areas	Science	
Credentials	Bachelor of Arts in Elementary Education, Certified in Elementary Education with an Endorsement in ESOL	
Performance Record	School Grade 13-F'12-D*'11-C,'10-NA, '09-C, '08-C, '07-C; AYP 13-N'12-N''11-N, '10-N, '09-N, '08-N, '07-N; High Standards Rdg.13-23'12-34' '11-57, '10-61, '09-63, '08-63, '07-51; High Standards Math 13-33'12-29'11-55, '10-61, '09-57, '08-52, '07-41; Lrng Gains - Rdg.13-57' 12-60''11-62, '10-67, '09-32, '08-65, '07-63; Lrng - Gains Math -13-43'12-50' '11-56, '10-69, '09-50,'08-61, '07-52,; Gains-Rdg.-25%'13-65'12-54,'11-53, '10-71, '09-61- '08-68, '07-65; Gains-Math-25% -13'38-12-55''11-50, '10-71, '09-47, '08-76,'07-70	

Susana Perez		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Degrees: - Bachelors in Social Work - Masters in Special Education Certifications: - Elementary Education (Grades K-6) - Exceptional Student Education (Grades K-12) - ESOL Endorsement *Reading Endorsement will be added in December once I have completed my last Reading Competency course.	
Performance Record	'13 '12 '11 '10 '09 '08 AMO School Grade D C C C C C High Standards Rdg. 45 39 53 50 53 50 High Standards Math 42 41 59 63 62 63 Lrng Gains-Rdg. 65 66 62 59 60 63 Lrng Gains-Math 46 55 51 63 60 73 Gains-Rdg-25% 54 70 59 54 49 60 Gains-Math-25% 50 56 61 81 61 79	

Classroom Teachers

# of classroom teachers	58
# receiving effective rating or higher	576, 993%
# Highly Qualified Teachers	79%
# certified in-field	58, 100%
# ESOL endorsed	48, 83%
# reading endorsed	1, 2%
# with advanced degrees	29, 50%
# National Board Certified	2, 3%
# first-year teachers	11, 19%

with 1-5 years of experience

13, 22%

with 6-14 years of experience

31, 53%

with 15 or more years of experience

18, 31%

Education Paraprofessionals**# of paraprofessionals**

8

Highly Qualified

8, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

4

receiving effective rating or higher

(not entered because basis is < 10)

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

FIU and Barry University Student Teachers provide administration an opportunity to preview teaching skills and recruit highest performing interns. Ms. Mayra DeLEON, Assistant Principal, implements this initiative.

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

To assist teachers in preparing for state-mandated subject area certification examinations in order to meet the highly-qualified teacher requirement, Professional Development offers test tutorial sessions taught by content experts in the following elementary level certification areas: Reading K - 12, Elementary Education (Grades 1 - 6), Exceptional Student Education (ESE) K - 12 and English as a Second Language (ESOL) K - 12. Teachers who are teaching out-of-field are considered non-highly qualified. Non-highly qualified teachers will receive written notification from Human Resources which dictates a timeline for compliance with the highly-qualified teacher requirement. They will be advised of the availability and schedule of the tutorial sessions which are offered twice each year.

Mentors for Beginning Teachers

Qualifications for mentors:

Must hold a valid professional teaching certificate;

Minimum of three years of successful teaching experience; and

Certified at the same level or in the same subject area as the new teacher.

Selection criteria for mentors:

Mastery of pedagogical and subject matter skills;
 Evidence of strong interpersonal skills
 Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas;
 Evidence of effective teaching and student achievement gains;
 Credibility with colleagues;
 Commitment to personal professional learning demonstrated by frequent participation in professional development;
 Experience working with adult learners; and
 Expertise in accessing data resources and using data to analyze instruction.

Required training to become a mentor:
 To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:
 Overview of Mentoring and Induction for New Teachers (MINT), Introduction to Instructional Mentoring and Data Coaching.

Who receives a mentor:
 Teachers new to the profession (without previous teaching experience) are eligible to receive a MINT certified site-based mentor.
 First and second year teachers in Education Transformation Office schools are eligible to receive a MINT certified site-based mentor.

Help for 2nd and 3rd year teachers:
 Teachers with previous teaching experience and teachers in years two and three are eligible to receive a buddy teacher.
 A buddy teacher occupies a leadership role in the school such as a department chair, grade level chair, reading coach, mathematics coach, National Board Certified Teacher, etc.

Specific Rationale for Pairings and Mentoring Activities
 Regina Johnson, Reading Coach; Michelle Tano, Mathematics Coach; Eleanor Naylor-Souto, Lead Teacher are experienced teachers with a proven track records of producing high student achievement scores.

Mentoring activities will include assisting designated teachers new to subject area with lesson planning, delivery of instruction and effective classroom management techniques.

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

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency. (What progress will show a positive response?)
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response. (MTSS problem solving process and monitoring of instruction.)
5. Responding when students are demonstrating a positive response or have met proficiency by raising

goals or

providing enrichment respectively.

6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze data using the Tier

2 problem solving process after each OPM.

Tier 2

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

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

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

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, the trend data across grade levels from previous years is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to student performance and engagement in later grades.

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

Tier 1 (Leadership Team)

- Administrators Sharon M. Johnson and Mayra Deleon will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps and allocate resources. In addition to the school administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving.
 - School reading, math, science, and behavior specialists (Regina Johnson, Reading Coach; Michelle Tano, Math Coach; Eleanor Naylor-Souto, Lead Teacher.
 - Special education personnel (Marcea Cadieux, Special Education Department Chairperson)
 - School guidance counselor (Barbara Perez, Student Services Department Chairperson)
 - School psychologist (Sara Garcia, School Psychologist)
 - School social worker (Elizabeth Diaz-Perez, School Social Worker)
 - Member of advisory group, community stakeholders, parents
- .
- In addition to Tier 1 problem solving, the Leadership Team members will meet quarterly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected members of the MTSS Leadership Team including an administrator, instructional specialist, guidance counselor, and school psychologist will conduct regular meetings to evaluate intervention

efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected members of the Leadership Team including the Special Education Department Chairperson, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2 and tier 3 SST meetings.

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

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic

Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)

- Oral Reading Fluency Measures
- STAR reading assessment
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

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

The school will participate in the MTSS district professional development which consists of:

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.

3. Staff will participate in Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using tools found at [http://www.floridartl.usf.edu/resources/program_evaluation/ta manual revised 2012/index.html](http://www.floridartl.usf.edu/resources/program_evaluation/ta_manual_revised_2012/index.html) to reach a rating of a least 80% MTSS implementation at the school. The school will use its Title I Orientation Meeting and Open House night to present MTSS to parents and hand out MTSS brochures. A description of MTSS and MTSS parent resources will be available in the Parent Resource Center and the school's website.

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: 2,400

Grades 3 - 5 Students who fall in the Lowest 25% in Reading and/Mathematics, who scored FCAT Levels 1 and 2 in Reading and/or Mathematics, or ESOL Levels 1 - 4 are targeted for additional instructional before and after school. In addition, all Grade 4 students are eligible for tutoring in writing and the top 45 % Grade 5 students in Reading are tutored in Science. Additional bilingual tutoring is offered for Kindergarten through Grade 2.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Student are pre-and post-tested to determine learning gains earned for participation in Before or After School Tutoring Program in the areas of reading, mathematics, science or writing.

Who is responsible for monitoring implementation of this strategy?

Mayra Deleon, Assistant Principal and Eleanor Naylor-Souto, Lead Teacher

Literacy Leadership Team (LLT)

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

Name	Title
Sharon M. Johnson	Principal
Mayra DeLEON	Assistant Principal
Eleanor Naylor-Souto	Lead Teacher
Regina Johnson	Reading Coach
Michelle Tano	Mathematics Coach
Barbara Perez	Student Services Chairperson
Marcea Cadieux	Special Education Chairperson

Name	Title
Nancy Abrams	ESOL Chairperson
Rosa Palomino	Grade 2 Chairperson
Ana Gil	Grade 3 Chairperson
Michelle Latino	Grade 4 Chairperson
Michelle Herrera	Grade 5 Chairperson
Maria Alessandri	Gifted Teacher

How the school-based LLT functions

A key factor to an individual school's success is the building's leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

The purpose of the Reading/Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literary concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees serve on this team which meets monthly.

The principal selects team members for the Reading /Literacy Leadership Team based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading/Literacy Leadership Team. The team will meet monthly throughout the school year. School Reading/Literacy Leadership Teams may choose to meet more often. Additionally, the principal may expand the Reading/Literacy Leadership Team by encouraging personnel from various sources such as District and Regional support staff to join. The Reading/Literacy Leadership Team maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure a multi-tiered system of reading support is present and effective.

The Reading/Literacy Leadership Team will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporating writing.

Major initiatives of the LLT

The Literacy Leadership Team will ensure that time is provided for professional development and subject area meetings. The following opportunities are present contractually for principals to meet with teachers and

provide professional development: (1) bi-monthly faculty meetings, (2) two designated professional development days annually and (3) weekly early release days for elementary teachers. Additionally, the LLT

may provide release time for teachers to visit and observe other master teachers as a source of professional

development. Options for professional development may include, but not be limited to, study groups, collaborative teams, peer observations, demonstrations, coaching, mentoring and visiting model classrooms.

Professional development opportunities will be individualized based on student performance data and

professional development needs of teachers.
Public School

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

Title I Administration assists Citrus Grove Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. Prior to Kindergarten, all students in the general education program are assessed in the areas of early literacy and math skills utilizing the Houghton Mifflin Benchmark Assessment Tool for VPK students. Students in Pre-K SPED Reverse Mainstream and Inclusion Program utilize the Phonological and Early Literacy Assessment (PELI) to assess print/ letter knowledge and level of phonological awareness and processing. Additionally, social/ emotional development was assessed utilizing the Devereux Early Childhood Assessment (DECA). The data derived from these assessments was used to plan instruction and determine the need for interventions. Core academic and behavioral instruction is based on data and includes social skills instruction. Screening Tools will be administered mid- year and at the end of the year. The Assistant Principal and kindergarten teachers will be responsible for disaggregating the data to determine students' acquisition of specific skills and knowledge. Students identified with low readiness rates will be provided with additional individualized instruction and Voyager Interventions by the homeroom teacher. Parents will be advised if their child is in need of this type of instruction and will be provided with recommended strategies for them to implement at home in order to assist their child. The program's effectiveness will be monitored by teacher observation of the student as well as by in-school or in-classroom assessments. Funding for this program comes from the district's Title I Office and the Division of Early Childhood Education.

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	44%	45%	Yes	50%
American Indian				
Asian				
Black/African American				
Hispanic	44%	45%	Yes	50%
White				
English language learners	34%	35%	Yes	41%
Students with disabilities	33%	28%	No	40%
Economically disadvantaged	44%	45%	Yes	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	109	25%	29%
Students scoring at or above Achievement Level 4	69	16%	18%

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>		37%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	247	65%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	51	54%	59%

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)	194	39%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	112	23%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	114	23%	31%

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	73	45%	51%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	50%	42%	No	55%
American Indian				
Asian				
Black/African American				
Hispanic	50%		No	55%
White				
English language learners	43%		No	48%
Students with disabilities	33%		No	40%
Economically disadvantaged	50%		No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	98	22%	26%
Students scoring at or above Achievement Level 4	72	17%	19%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	59%	60%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		24%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	175	46%	51%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	47	50%	55%

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	33	24%	28%
Students scoring at or above Achievement Level 4	28	20%	22%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

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)	1		3
Participation in STEM-related experiences provided for students	71	53%	70%

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	124	13%	12%
Students retained, pursuant to s. 1008.25, F.S.	19	2%	1%
Students who are not proficient in reading by third grade	83	61%	55%
Students who receive two or more behavior referrals	73	8%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	16	2%	1%

Goals Summary

- G1.** All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model.
- G2.** Teachers will increase academic growth through modifications based on academic need and instructional level.
- G3.** Teachers will increase the effective delivery of the writing process,
- G4.** Our goal for the 2013-2014 school year is to increase the number of STEM activities from 1 in 2013 to 3 in 2014. Student participation in STEM activities will increase to 70% for the 2013-2014 school year.
- G5.** Our goal for the 2013-2014 school year is to reduce the number of students who miss 10% or more of available instructional time from 124(13%) of our students to 12% of our students.
- G6.** Our goal for the 2013-2014 school year is to reduce the number of students who receive two or more behavior referrals from 73 (8%) of our students to 7% of our students.
- G7.** Our goal for the 2013-2014 school year is to reduce the number of students who are retained from PreKindergarten through Grade 5 from 19 (2%) of our students to 1% of our students.
- G8.** Our goal for the 2013-2014 school year is to reduce the number of students who receive one or more behavior referrals that lead to suspension from 16 (2%) of our students to 1% of our students.
- G9.** Our goal for the 2013-2014 school year is to reduce the number of students who are not proficient in Reading by 3rd Grade from 83(61%) of our student to 55% of our students.

Goals Detail

G1. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- 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)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Instructional Coaches, professional development opportunities, new instructional and intervention materials, funding for interventionists and extended school day, District and Regional support.

Targeted Barriers to Achieving the Goal

- Teachers lack the knowledge to implement the Gradual Release Model during instruction.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Upon receipt of results from FAIR, Baseline and Interim Assessments and 2014 FCAT 2.0 Reading, Mathematics and Science

Evidence of Completion:

Formative: Results from FAIR, Baseline and Interim Assessments Summative: Results from 2014 FCAT Reading, Mathematics and Science

G2. Teachers will increase academic growth through modifications based on academic need and instructional level.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- 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)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Instructional Coaches, professional development opportunities, new instructional and intervention materials, funding for interventionists and extended school day, District and Regional support.

Targeted Barriers to Achieving the Goal

- Teachers lack the knowledge to differentiate instruction.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Upon receipt of results from Baseline and Interim Assessments and 2014 FAA Reading, Mathematics and Science

Evidence of Completion:

Formative: Results from Baseline and Interim Assessments Summative: Results from 2014 FAA Reading, Mathematics and Science

G3. Teachers will increase the effective delivery of the writing process,

Targets Supported

- Writing

Resources Available to Support the Goal

- Instructional Coaches, professional development opportunities, new instructional and intervention materials, funding for interventionists, extended school day and District and Regional support.

Targeted Barriers to Achieving the Goal

- Teachers lack the content knowledge to implement the writing process effectively.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Upon receipt of results from Baseline and Midyear Assessments and 2014 FCAT 2.0 Writing

Evidence of Completion:

Formative: Results from Baseline and Midyear Assessments Summative: Results from 2014 FCAT 2.0 Writing

G4. Our goal for the 2013-2014 school year is to increase the number of STEM activities from 1 in 2013 to 3 in 2014. Student participation in STEM activities will increase to 70% for the 2013-2014 school year.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Science Coach, professional development opportunities, instructional materials, funding for interventionists and District and Regional support.

Targeted Barriers to Achieving the Goal

- Students need more opportunities to participate in project-based, scientific inquiry activities.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Upon receipt of Baseline, Fall and Winter Interims and Science FCAT results

Evidence of Completion:

Formative: Baseline and Interim Assessments Gizmo Reports Summative: 2013 FCAT 2.0 Science Assessment

G5. Our goal for the 2013-2014 school year is to reduce the number of students who miss 10% or more of available instructional time from 124(13%) of our students to 12% of our students.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Assigned School Social Worker, Daily Attendance Reports, Cumulative Attendance Reports

Targeted Barriers to Achieving the Goal

- Parents bring students to school late, pick up students early and keep students home for reasons other than those that are for excused absences. Parents need to be made aware of how absences and missed instructional time impact student progress.

Plan to Monitor Progress Toward the Goal

Review attendance data

Person or Persons Responsible

Principal, Assistant Principal and Student Services Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Attendance Reports and Review of Case Management Log

G6. Our goal for the 2013-2014 school year is to reduce the number of students who receive two or more behavior referrals from 73 (8%) of our students to 7% of our students.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Assigned School Social Worker, Case Management Referrals Log by Student and Teacher

Targeted Barriers to Achieving the Goal

- Students and parents need to increase awareness of the Student Code of Conduct and the consequences of choices made by students.

Plan to Monitor Progress Toward the Goal

Review of Case Management Referrals Log

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Review of Case Management Referrals Log by Student and by Teacher

G7. Our goal for the 2013-2014 school year is to reduce the number of students who are retained from PreKindergarten through Grade 5 from 19 (2%) of our students to 1% of our students.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Response to Intervention Team, Assigned School Social Worker and Special Education Chairperson

Targeted Barriers to Achieving the Goal

- Many students come to our school requiring Response to Intervention services overwhelming our resources and capability to provide the needed assistance.

Plan to Monitor Progress Toward the Goal

Review of Response to Intervention Log and status of Tier 2 and 3 Interventions

Person or Persons Responsible

Principal, Assistant Principal and Student Services Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Response to Intervention Log and Number of Students referred for Evaluation

G8. Our goal for the 2013-2014 school year is to reduce the number of students who receive one or more behavior referrals that lead to suspension from 16 (2%) of our students to 1% of our students.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Assigned School Social Worker and Student Code of Conduct

Targeted Barriers to Achieving the Goal

- Students and parents need to increase awareness of the Student Code of Conduct and the consequences of choices made by students.

Plan to Monitor Progress Toward the Goal

Review of Case Management Referrals Log by Student and by Teacher

Person or Persons Responsible

Principal, Assistant Principal and Student Services Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Case Management Referrals Log, Meeting Agendas and Sign-In Sheets

G9. Our goal for the 2013-2014 school year is to reduce the number of students who are not proficient in Reading by 3rd Grade from 83(61%) of our student to 55% of our students.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Reading Coach, Curriculum Support Specialist, new reading materials and funding for interventionists

Targeted Barriers to Achieving the Goal

- There is an urgent need to make changes in teacher assignments in Grade 3 to facilitate increased student proficiency in Reading.

Plan to Monitor Progress Toward the Goal

Grade 3 student proficiency at 55% overall.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Upon receipt of 2014 FCAT results for Grade 3 in Reading

Evidence of Completion:

2014 FCAT results for Grade 3 in Reading

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model.

G1.B1 Teachers lack the knowledge to implement the Gradual Release Model during instruction.

G1.B1.S1 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release model.

Person or Persons Responsible

Instructional Coaches and Curriculum Support Specialist

Target Dates or Schedule

By 9/25/13

Evidence of Completion

professional Development Rosters and professional Development Deliverables (PD presentation, handouts, materials)

Facilitator:

Instructional Coaches and Curriculum Support Specialist

Participants:

Reading Teachers

Action Step 2

Implement and monitor instructional routines that include: a. setting the purpose of instruction b. following the model of explicit instruction demonstrating gradual release c. incorporating small group instruction d. incorporating closure of the lesson

Person or Persons Responsible

principal, Assistant Principal and Instructional Supervisor

Target Dates or Schedule

Ongoing to 6/5/14

Evidence of Completion

Walkthrough documentation, Administrative Feedback and Reflection on Coaching Logs, District Feedback and Reflection on Support Document

Action Step 3

Conduct coaching cycles and model different components of the instructional routine based on teacher need.

Person or Persons Responsible

Instructional Coaches and Curriculum Support Specialist

Target Dates or Schedule

By 10/18/13

Evidence of Completion

Coaching Calendar, Coaching Log and Debriefing Notes

Action Step 4

Work collaboratively during planning to create lesson plans using backward planning.

Person or Persons Responsible

Instructional Coaches and Curriculum Support Specialist

Target Dates or Schedule

Ongoing to 6/5/14

Evidence of Completion

Planning Agendas, Planning Sign-in Sheets and Lesson Plans created during planning

Action Step 5

Develop and implement lessons that incorporate all components of the Gradual release of responsibility Model.

Person or Persons Responsible

Instructional Coaches and Curriculum Support Specialist

Target Dates or Schedule

Ongoing to 6/5/14

Evidence of Completion

Planning Agendas, Planning Sign-in Sheets and Lesson Plans created during planning

Action Step 6

Plan for and provide opportunities for students to work collaboratively to build academic language (CELLA-Listening/Speaking).

Person or Persons Responsible

Instructional Coaches and Curriculum Support Specialist

Target Dates or Schedule

Ongoing to 6/5/14

Evidence of Completion

Lesson Plans created during planning

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

Conduct Classroom Walkthroughs checking for Action Step Implementation by observing predetermined data points related to the Gradual Release Model..

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthrough Logs, Review of Lesson Plans and Review of Interactive Journals, Observation of Teachers utilizing collaborative strategies as well as students engaged in collaborative conversations.

Plan to Monitor Effectiveness of G1.B1.S1

Review of assessment data by Leadership Team Conduct Data Chats with Teachers to determine needs for adjustments in instruction.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Upon completion of Baseline, FAIR, Fall and Winter Interims

Evidence of Completion

Completed Data Chats Log by Teacher and Grade Level

G2. Teachers will increase academic growth through modifications based on academic need and instructional level.

G2.B1 Teachers lack the knowledge to differentiate instruction.

G2.B1.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

Utilize relevant and current data to create flexible student groups using a grouping template.

Person or Persons Responsible

Instructional Coaches and Curriculum Support Specialist

Target Dates or Schedule

by 10/18/13

Evidence of Completion

Flexible Grouping Template

Action Step 2

Disaggregate CELLA data and provide explicit teaching in the areas of listening, speaking, reading and writing for all ELL students.

Person or Persons Responsible

Instructional Coaches, Curriculum Support Specialist, Administration

Target Dates or Schedule

by 10/18/13

Evidence of Completion

CELLA Item Analysis Report, Differentiated Instruction Groups and Differentiated Instruction Group Activities

Action Step 3

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students' specific needs.

Person or Persons Responsible

Instructional Coaches and Curriculum Support Specialist

Target Dates or Schedule

By 10/18/13

Evidence of Completion

Walkthrough documentation and Student Work Samples

Action Step 4

Develop centers that are clearly defined and labeled with follow-up activities.

Person or Persons Responsible

Instructional Coaches, Curriculum Support Specialist and Teachers

Target Dates or Schedule

By 10/18/13

Evidence of Completion

Walkthrough documentation and Student Work Samples

Action Step 5

Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system.

Person or Persons Responsible

Instructional Coach and Curriculum Support Specialist

Target Dates or Schedule

Ongoing to 6/5/14

Evidence of Completion

Completed Schedule and Tracking documents

Action Step 6

Conduct ongoing meetings to review school-wide data and other issues pertaining to student progress.

Person or Persons Responsible

Instructional Coaches, Curriculum Support Specialist, Principal and Assistant Principal

Target Dates or Schedule

Ongoing to 6/5/14

Evidence of Completion

Agendas, Sign-in sheets and Flexible Student Grouping Template

Action Step 7

Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet student needs.

Person or Persons Responsible

Principal, Assistant Principal and Instructional Supervisor

Target Dates or Schedule

Ongoing until 6/5/14

Evidence of Completion

Walkthrough documentation, Administrative Feedback and Reflection on Coaching Logs, District Feedback and Reflection on Support Document, Implementation Plan that includes Intervention Plan

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

Conduct Classroom Walkthroughs checking for Action Step Implementation by observing predetermined data points related to differentiated instruction.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthrough Logs, Review of Lesson Plans and Review of Interactive Journals and Student Work Folders

Plan to Monitor Effectiveness of G2.B1.S1

Leadership Team to review assessment data and conduct Data Chats with Teachers to determine needs for adjustments in instruction.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Upon completion of the FAIR, Baseline, Fall and Winter Interims

Evidence of Completion

Completed Data Chat Logs by Teacher and Grade Level

G2.B1.S2 Teachers of Florida Alternate Assessment Students will utilize and model the Strategy: I Do, We Do, You Do. This will help students use information from Read Alouds to answer questions about main idea and supporting details and support the implementation of modifications for Florida Alternate Assessment Students.

Action Step 1

Conduct professional development on utilizing access points to design lessons that include the gradual release model.

Person or Persons Responsible

Instructional Coaches, Special Education Department Chairperson and Curriculum Support Specialist

Target Dates or Schedule

By 10/11/13

Evidence of Completion

Professional Development Roster, Professional Development deliverables (PPT, Handouts) and Home Learning Activity

Facilitator:

Curriculum Support Specialist

Participants:

Teachers of Florida Alternate Assessment Students

Action Step 2

Work collaboratively to identify accommodations and modifications during common planning to use throughout the instructional block.

Person or Persons Responsible

Instructional Coaches, Special education Department Chairperson and Curriculum Support Specialist

Target Dates or Schedule

By 10/18/13

Evidence of Completion

Lesson Plan Template and Sign-in Sheet

Action Step 3

Model gradual release lesson process for specific targeted teachers.

Person or Persons Responsible

Instructional Coaches, Special Education Department Chairperson and Curriculum Support Specialist

Target Dates or Schedule

Ongoing to 6/5/14

Evidence of Completion

Teacher Observation Sheet and District Feedback and Reflection on Support Document

Action Step 4

Implement and monitor Instructional Routines that include: setting the purpose of instruction, following the model of explicit instruction demonstrating gradual release, incorporating small group instruction and incorporating closure of a lesson.

Person or Persons Responsible

Principal, Assistant Principal and Instructional Supervisor

Target Dates or Schedule

Ongoing to 6/5/14

Evidence of Completion

Walkthrough documentation, Administrative feedback and Reflection on Coaching Logs and District feedback and Reflection on Support Document

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

Conduct Classroom Walkthroughs checking for Action Step Implementation by observing predetermined data points related to differentiating instruction.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthrough Log, Review of Lesson Plans and Review of Interactive Journals and Student work Folders.

Plan to Monitor Effectiveness of G2.B1.S2

Leadership Team to review assessment data and conduct Data Chats with Teachers to determine needs for adjustments in instruction.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Upon completion of the Baseline, Fall and Winter Interims

Evidence of Completion

Completed Data Chat Log by Teacher and Grade Level

G3. Teachers will increase the effective delivery of the writing process,

G3.B1 Teachers lack the content knowledge to implement the writing process effectively.

G3.B1.S1 Provide instruction of the various modes of writing throughout the entire writing process.

Action Step 1

Provide professional development on the writing process along with a focus on revision versus editing.

Person or Persons Responsible

Instructional Coaches and Curriculum Support Specialist

Target Dates or Schedule

By 9/17/13 via Common Planning Session

Evidence of Completion

Professional Development Rosters and Professional Development Deliverables (PD presentation, handouts, materials)

Facilitator:

Instructional Coaches and Curriculum Support Specialist

Participants:

Writing Teachers

Action Step 2

Plan for and implement an instructional framework that will allow students to develop prompts from planning to publishing.

Person or Persons Responsible

Instructional Coaches and Curriculum Support Specialist

Target Dates or Schedule

9/24/13

Evidence of Completion

Planning Agendas, Student Work Samples and Lesson Plans

Action Step 3

Incorporate the use of graphic organizers during the pre-planning phase.

Person or Persons Responsible

Instructional Coaches and Curriculum Support Specialist

Target Dates or Schedule

On-going to 6/5/13

Evidence of Completion

Student Work Samples and Interactive Journals

Action Step 4

Utilize the Coaching Cycle to ensure all components of the writing process are aligned and evident throughout the entire lesson.

Person or Persons Responsible

Instructional Coaches and Curriculum Support Specialist

Target Dates or Schedule

9/27/13

Evidence of Completion

Coaching Calendar, Coaching Logs and Debriefing Notes

Action Step 5

Utilize student journals to demonstrate evidence of the writing process is aligned and evident throughout the entire lesson.

Person or Persons Responsible

Instructional Coaches and Curriculum Support Specialist

Target Dates or Schedule

9/27/13

Evidence of Completion

Lesson Plans and Interactive Journals

Action Step 6

Conduct Classroom Walkthroughs to monitor the implementation of the writing process within student journals.

Person or Persons Responsible

Principal, Assistant Principal and Instructional Supervisor

Target Dates or Schedule

Ongoing to 6/5/14

Evidence of Completion

Walkthrough documentation and Administrative Feedback/Coaching Log Reflection

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

Conduct Classroom Walkthroughs checking for Action Step Implementation by observing predetermined data points related to the writing process..

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthrough Logs, Review of Lesson Plans and Review of Interactive Journals,

Plan to Monitor Effectiveness of G3.B1.S1

Review of assessment data by Leadership Team Conduct Data Chats with Teachers to determine needs for adjustments in instruction.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Upon completion of Baseline and Midyear Writing Assessments

Evidence of Completion

Completed Data Chats Log by Teacher and Grade Level

G4. Our goal for the 2013-2014 school year is to increase the number of STEM activities from 1 in 2013 to 3 in 2014. Student participation in STEM activities will increase to 70% for the 2013-2014 school year.

G4.B1 Students need more opportunities to participate in project-based, scientific inquiry activities.

G4.B1.S1 Students will participate in project-based, scientific inquiry activities.

Action Step 1

Students will participate in ongoing science lab experiments.

Person or Persons Responsible

Science Teachers and Instructional Coach

Target Dates or Schedule

Ongoing to 6/5/14

Evidence of Completion

Completed Lab Assignments and review of Interactive Journals

Action Step 2

Students will participate in the school's Science Fair.

Person or Persons Responsible

Science Teachers and Instructional Coach

Target Dates or Schedule

By 2/1/14

Evidence of Completion

Student Science Fair Projects

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

Conduct Classroom Walkthroughs checking for Action Step Implementation via classroom visuals, common board configuration items, use of differentiated instruction and interactive journals.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthrough Logs, Review of Lesson Plans, Review of Interactive Journals and Student Work Folders

Plan to Monitor Effectiveness of G4.B1.S1

Monitor use of Science Lab and Science Fair participation.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing to 6/5/14

Evidence of Completion

Science Lab Schedule, Gizmos schedule and Log of Science Fair Projects by Teacher and Grade Level

G5. Our goal for the 2013-2014 school year is to reduce the number of students who miss 10% or more of available instructional time from 124(13%) of our students to 12% of our students.

G5.B1 Parents bring students to school late, pick up students early and keep students home for reasons other than those that are for excused absences. Parents need to be made aware of how absences and missed instructional time impact student progress.

G5.B1.S1 Develop and implement monitoring system for excessive absences, tardies to school and early pick-ups from school.

Action Step 1

Establish system of monitoring procedures and consequences for absences/tardies/early pick-ups that occur at 3 days, 5 days, 10 days, 15 days and 18 days.

Person or Persons Responsible

Principal, Assistant Principal and Student Services Team

Target Dates or Schedule

By 10/24/2014

Evidence of Completion

Written Procedures and Consequences for Monitoring Excessive Absences Distributed to Students, Parents and School Staff.

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

Monitor implementation and enforce consequences.

Person or Persons Responsible

Principal, Assistant Principal and Student Services Team

Target Dates or Schedule

Weekly during Leadership Team Meetings.

Evidence of Completion

Implementation Log and Case Management Log

Plan to Monitor Effectiveness of G5.B1.S1

Review of attendance results

Person or Persons Responsible

Principal, Assistant Principal and Student Services Team

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Reports, Case Management Results

G6. Our goal for the 2013-2014 school year is to reduce the number of students who receive two or more behavior referrals from 73 (8%) of our students to 7% of our students.

G6.B1 Students and parents need to increase awareness of the Student Code of Conduct and the consequences of choices made by students.

G6.B1.S1 Distribute the expectations and consequences of the Student Code of Conduct to students and parents.

Action Step 1

Prepare Student Code of Conduct information for distribution to students and parents.

Person or Persons Responsible

Principal, Assistant Principal and Student Services Team

Target Dates or Schedule

By 9/13/13

Evidence of Completion

Sample of Code of Student Conduct Information distributed to Students and parents

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Review of Case Management Referrals by Student and Teacher

Person or Persons Responsible

Principal, Assistant Principal and Student Services Team

Target Dates or Schedule

Weekly

Evidence of Completion

Case Management Referral Log, Meeting Agendas and Sign-in Sheets

Plan to Monitor Effectiveness of G6.B1.S1

Review of Case Management Referrals by Student and Teacher

Person or Persons Responsible

Principal, Assistant Principal and Student Services Team

Target Dates or Schedule

Monthly

Evidence of Completion

Case Management Referral Log by Student and Teacher and Meeting Agendas and Sign-in Sheetsman

G7. Our goal for the 2013-2014 school year is to reduce the number of students who are retained from PreKindergarten through Grade 5 from 19 (2%) of our students to 1% of our students.

G7.B1 Many students come to our school requiring Response to Intervention services overwhelming our resources and capability to provide the needed assistance.

G7.B1.S1 Assign staff member to facilitate Response to Intervention services and required interventions.

Action Step 1

Establish and prioritize students in need of interventions to facilitate Response to Intervention process.

Person or Persons Responsible

Principal, Assistant Principal and Student Services Team

Target Dates or Schedule

Weekly

Evidence of Completion

Review of Response to Intervention Log, Meeting Agendas and Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Review of Response to Intervention Log and Intervention Schedule for Tier 2 and Tier 3 students

Person or Persons Responsible

Principal, Assistant Principal and Student Services Team

Target Dates or Schedule

Weekly

Evidence of Completion

Response to Intervention Log, Meeting Agendas and Sign-In Sheets

Plan to Monitor Effectiveness of G7.B1.S1

Review of Response to Intervention Log, Movement of Students from Tier 2 to Tier 3 and Tier 3 to Testing

Person or Persons Responsible

Principal, Assistant Principal and Student Services Team

Target Dates or Schedule

Monthly

Evidence of Completion

Response to Intervention Log, Meeting Agendas, Sign-In Sheets

G8. Our goal for the 2013-2014 school year is to reduce the number of students who receive one or more behavior referrals that lead to suspension from 16 (2%) of our students to 1% of our students.

G8.B1 Students and parents need to increase awareness of the Student Code of Conduct and the consequences of choices made by students.

G8.B1.S1 Develop school-wide Alternatives to Suspension Plan to deal with students who commit serious violations of the Student Code of Conduct.

Action Step 1

Establish and implement Alternatives to Suspension Plan

Person or Persons Responsible

Principal, Assistant Principal and Student Services Team

Target Dates or Schedule

By 9/12/13

Evidence of Completion

Completed Alternatives to Suspension Plan

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Review of Case Management Referrals by Student and by Teacher

Person or Persons Responsible

Principal, Assistant Principal and Student Services Team

Target Dates or Schedule

Weekly

Evidence of Completion

Case Management Referral Log, Meeting Agendas and Sign-in Sheets

Plan to Monitor Effectiveness of G8.B1.S1

Review of Case Management Referrals by Student and by Teacher

Person or Persons Responsible

Principal, Assistant Principal and Student Services Team

Target Dates or Schedule

Monthly

Evidence of Completion

Case Management Referrals Log, Meeting Agendas and Sign-in Sheets

G9. Our goal for the 2013-2014 school year is to reduce the number of students who are not proficient in Reading by 3rd Grade from 83(61%) of our student to 55% of our students.

G9.B2 There is an urgent need to make changes in teacher assignments in Grade 3 to facilitate increased student proficiency in Reading.

G9.B2.S1 Move targeted Grade 3 students to strongest teacher to increase overall student proficiency in that grade level.

Action Step 1

Make changes to Master schedule for Grade 3 Teachers

Person or Persons Responsible

Principal

Target Dates or Schedule

By 2/20/14

Evidence of Completion

Increase in Grade 3 Student Proficiency in Reading.

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Implement Master Schedule Changes in Grade 3. Monitor implementation of Push In support via Classroom Walkthroughs.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

By 3/20/14

Evidence of Completion

Results of Grade 3 Released Reading Test

Plan to Monitor Effectiveness of G9.B2.S1

Review results of Released Reading Test by grade, teacher and student.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

By 3/20/14

Evidence of Completion

Thinkgate results of Released Reading Test compared against Winter interim results.

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

Title 1, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone

calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process

and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete.

Other

components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS; Supplemental Educational Services; and special support services to special needs populations such

as homeless, migrant, and neglected and delinquent students.

Title I, Part C - Migrant

Citrus Grove Elementary School provides services and support to migrant students and parents. The District

Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment

of migrant students to ensure that the unique needs of migrant students are met. Students are also provided

extended learning opportunities (before-school and/or after school, and summer school by the Title I, Part C,

Migrant Education Program.

Title II

The District uses supplemental funds at Citrus Grove Elementary School for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program

- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-5)
- parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-5)
- reading and supplementary instructional materials(K-5)
- cultural supplementary instructional materials (K-5)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-5, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2013-2014 school year and should

the FLDOE approve the application(s).

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

Citrus Grove Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of

its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

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

components of this program.

District Policy Against Bullying and Harassment

- Miami-Dade County Public Schools adopted Policy 5517.01, titled Bullying and harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K through 12.

Nutrition Programs

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

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

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

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 teaching instruction aligned to standards through the Gradual Release Model.

G1.B1 Teachers lack the knowledge to implement the Gradual Release Model during instruction.

G1.B1.S1 Plan for and deliver lessons that follow an instructional routine.

PD Opportunity 1

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release model.

Facilitator

Instructional Coaches and Curriculum Support Specialist

Participants

Reading Teachers

Target Dates or Schedule

By 9/25/13

Evidence of Completion

professional Development Rosters and professional Development Deliverables (PD presentation, handouts, materials)

G2. Teachers will increase academic growth through modifications based on academic need and instructional level.

G2.B1 Teachers lack the knowledge to differentiate instruction.

G2.B1.S2 Teachers of Florida Alternate Assessment Students will utilize and model the Strategy: I Do, We Do, You Do. This will help students use information from Read Alouds to answer questions about main idea and supporting details and support the implementation of modifications for Florida Alternate Assessment Students.

PD Opportunity 1

Conduct professional development on utilizing access points to design lessons that include the gradual release model.

Facilitator

Curriculum Support Specialist

Participants

Teachers of Florida Alternate Assessment Students

Target Dates or Schedule

By 10/11/13

Evidence of Completion

Professional Development Roster, Professional Development deliverables (PPT, Handouts) and Home Learning Activity

G3. Teachers will increase the effective delivery of the writing process,

G3.B1 Teachers lack the content knowledge to implement the writing process effectively.

G3.B1.S1 Provide instruction of the various modes of writing throughout the entire writing process.

PD Opportunity 1

Provide professional development on the writing process along with a focus on revision versus editing.

Facilitator

Instructional Coaches and Curriculum Support Specialist

Participants

Writing Teachers

Target Dates or Schedule

By 9/17/13 via Common Planning Session

Evidence of Completion

Professional Development Rosters and Professional Development Deliverables (PD presentation, handouts, materials)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Teachers will increase academic growth through modifications based on academic need and instructional level.	\$25,900
Total		\$25,900

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
ETO Funds	\$25,900	\$25,900
Total	\$25,900	\$25,900

Budget Details

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

G2. Teachers will increase academic growth through modifications based on academic need and instructional level.

G2.B1 Teachers lack the knowledge to differentiate instruction.

G2.B1.S1 Implement and monitor the effective use of data driven instruction.

Action Step 7

Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet student needs.

Resource Type

Personnel

Resource

Interventionists to work with Grades 4 and 5 Levels 1 and 2 FCAT Lowest 35% of students

Funding Source

ETO Funds

Amount Needed

\$25,900