

Citrus Elementary

87 N CLARKE RD, Ocoee, FL 34761

[no web address on file]

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

67%

Alternative/ESE Center

No

Charter School

No

Minority

75%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	B

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

In collaboration with the Minority Achievement Office, Citrus Elementary faculty and staff will participate in professional development on Culturally Responsive Instruction. Relationship building is also a very important component of our school wide CHAMPs approach and Marzano's Instructional Framework.

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

Citrus Elementary creates all classroom and common area rules and expectations under the umbrella of our school-wide expectations. During student interaction each staff member is asked to always re-state the expectation as a reminder to the student of what the behavioral expectations are. This approach ensures that our students are first taught the expectations and then can be fairly held accountable when expectations aren't followed. This fair approach creates an atmosphere of mutual respect between the faculty, staff, students, and parents.

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

Citrus Elementary is working to implement the CHAMPs proactive and positive approach to all aspects of the classroom and school. Differentiating between school and classroom routines, rules and expectations, CHAMPs provides faculty and staff with strategies to use to create an atmosphere that is safe, civil, non-threatening, inviting, and conducive for learning.

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

At Citrus Elementary we strive to create and sustain relationships between faculty and staff, students, and parents which promote open communication between home and school. Through our established MTSS process, students are properly monitored, provided interventions when necessary, positively reinforced consistently, and possibly placed in a learning environment that meets their social-emotional needs. Students are monitored through discipline data, teacher observation, and conversations with parents. Students are referred to our school counselor or social worker as needed to receive additional support.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 - letter home to remind parents of attendance expectations
 - phone call from teacher
 - conference with teacher, guidance counselor
 - social worker
 - home visits
 - plan to address attendance issues
 - end of quarter acknowledgement for perfect attendance students
- One or more suspensions, whether in school or out of school
 - conference with student, teacher, and family
 - develop a plan of action using CHAMPS school-wide approach
 - alternate learning environment
 - professional development on behavior management in the classroom
 - character education and school-wide Guidelines for Success
- Course failure in English Language Arts or mathematics
 - contact family prior to mid-point progress report and end of quarter report card if student is struggling
 - School-wide expectations on grading policies will be discussed with families and followed by teachers
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
 - Students will be placed in a small group intervention based on data. This group will meet 150 minutes a week.
 - Additional opportunities will be provided for students through after school tutoring which will be offered Tuesdays and Thursdays from 3:00-4:30 in the subjects of reading and math
 - Teachers will differentiate instruction throughout the day to meet the needs of these learners.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10	10	10	10	6	9	55
One or more suspensions	2	3	3	6	8	8	30
Course failure in ELA or Math	0	0	10	25	12	18	65
Level 1 on statewide assessment	0	0	0	21	19	23	63

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	3	15	9	15	43

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

- Counseling/mentoring
- Academic and/or behavioral plans or contracts
- Interventions used in the school for reading include iReady intervention materials, iReady computer-based instruction and leveled literacy instruction, after school tutoring in reading and math, structured intervention and enrichment blocks with paraprofessional support
- Interventions for math include iReady intervention materials, iReady computer-based, differentiated instruction during the math block
- iReady intervention materials and computer-based instruction is used for after school tutoring

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Throughout the school year the principal will provide meeting information such as dates, times, agendas, minutes and reminders to attend meetings to encourage and enhance participation through school newsletters, Connect-Orange messages and information posted on the school website. The first meetings of the school year will be designed to educate and communicate to parents information about our new state standards and educate parents on the MTSS process. Suggestions from parents, staff, teachers, and community members will be solicited for use to adjust school initiatives. We will welcome and encourage any parent involvement or suggestions through all communication means available. Information for parents will be available on our school website on a continuing basis. We will solicit feedback from our parents through our spring SAC surveys.

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

The school provides opportunities for parents to become involved in their child's academic progress. Parents are encouraged to attend PTA, SAC, and PLC meetings. There are events scheduled monthly by PTA and the school such as STEM science nights, Florida Standards Assessment information nights and art fairs. Parents are encouraged to become ADDitions volunteers so that they can help out in the classroom or school. Parents are invited and encouraged to attend Meet the Teacher, Open House, Kindergarten Orientation, and report card conferences. Connect-Orange messages and monthly newsletters are sent to families to share information about upcoming events. The school appoints a Partner in Education Coordinator who reaches out to local businesses to partner with the school.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Bender, Delaine	Principal
Brooks, Fredrick	Assistant Principal
Sellers, Courtney	Guidance Counselor
Smith, Ellen	Dean
Alday, Kerry	Other
Wilson, Meredith	Instructional Media

Duties

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

The MTSS team is comprised of the principal, staffing coordinator, curriculum resource teacher, school psychologist, guidance counselor and classroom teachers. The principal closely monitors students receiving Tier 2 and Tier 3 interventions, the curriculum resource teacher and assistant principal conduct fidelity checks on interventions to ensure the intervention is being delivered as prescribed, the staffing specialist and guidance counselor conduct classroom observations and make recommendations for accommodations or modifications as needed and the school psychologist assists the team in determining when a student is eligible for an evaluation. The MTSS team continually meets to review intervention data and determine if progress is being made towards the School Improvement Goals.

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

The school based MTSS leadership team assists in the development and implementation of the school improvement plan by identifying those students in the lowest 30% and subgroups who need intensive monitoring through the MTSS process. The MTSS problem solving process is used in developing and implementing the SIP by disaggregating FCAT/FSA data to determine school wide objectives and goals for the upcoming school year. Once objectives and goals have been set, the MTSS leadership team consistently refers to the SIP during MTSS meetings to determine if progress is being made toward the established goals. The school based MTSS Leadership team meets on a weekly basis to monitor student progress and to identify those students who may need to go through the MTSS process. Those students are identified by utilizing the OPCS Decision Making Form which helps to determine what the problem is, why it is occurring, and determine an instruction/intervention plan and progress monitoring. The MTSS Leadership team works with grade level MTSS representatives to coordinate MTSS efforts through communicating with their grade level teammates on how to identify Tier 1, Tier 2 and Tier 3 students, how to effectively deliver an intervention and how to progress monitor students using the MTSS graphing template.

Supplemental Academic Instruction funds are used to pay for after school tutoring coordinator, teachers and materials. The curriculum resource teacher supports the I-Ready computer program, is part of the MTSS team, and is the mentoring coordinator at the school, as well as the coordinator for the after school tutoring program.

ESOL and ESE paraprofessionals provide assistance to classroom teachers during intervention blocks and throughout the school day. They work with students that need extra support to be successful with core content.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Shasta Quinn	Business/Community
Delaine Bender	Principal
Rebecca Follon	Parent
Shaharazade Kayume	Parent
Bebi Setaram	Parent
Sharon Seiter	Parent
Kerry Alday	Teacher
Ellen Smith	Teacher
Alyce Young	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC team met monthly last year to review and revise the 2013-1014 School Improvement Plan.

Development of this school improvement plan

School grade data was reviewed and analyzed. SAC made recommendations for school focus and goals for the School Improvement Plan for 2014-2015.

Preparation of the school's annual budget and plan

The SAC meets monthly to discuss the use of budget funds to meet the school improvement goals.

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

The entire amount, \$3,699.15, of school improvement funds was used to purchase lap top computers and additional printers for teachers. However, this amount did not cover the entire cost of laptops and printers needed. SAC approved the expenditure.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Bender, Delaine	Principal
Brooks, Fredrick	Assistant Principal
Smith, Ellen	Instructional Coach
Wilson, Meredith	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT this year for students in grades K-2 is to decrease the number of students who are reading below grade level according to Diagnostic Reading Assessment and FAIR data. This will be done by the following:

- *Include a 140 English Language Arts block within the master schedule.
- *Provide paraprofessional assistance during intervention blocks for those struggling readers above the 120 minutes in the classroom.
- *Utilize I-Ready a computer based reading intervention program which is based upon the student's individual reading level.
- *Use Journeys tiered interventions during intervention blocks.
- *Continue the use of the FAIR progress monitoring tool kit.
- *The Media Specialist will provide recognition for the class and students with the most Accelerated Reading points for each nine weeks.
- *The LLT will meet bi-weekly to review data and student progress.

The major initiative of the LLT this year for students in grades 3-5 will be to increase the number of students making learning gains for those scoring proficient and for the lowest 25% in reading.

- *Include a 140 minute English Language Arts block within the master schedule.
- *Utilize I-Ready a computer based reading intervention program which is based upon the student's individual reading level.
- *Provide paraprofessional assistance during intervention blocks for those struggling readers above the 120 minutes in the classroom.
- *Provide after school tutoring to students in 4th and 5th grade that scored a Level 1 or 2 in 2013-2014, for 3rd graders that are retained this year and for those that are currently struggling.
- *The Media Specialist will provide recognition for students reading the Sunshine State books and for the class and students with the most Accelerated Reading points for each nine weeks.
- *The LLT will meet with bi-weekly with teachers to review student data and student progress.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Common planning time is provided each day for each grade level team. Grade level teams also meet once per week for PLC meetings. The principal and assistant principal meet weekly with grade level teams to discuss data and to plan for instruction using that data. There are also weekly staff meetings which include professional development. Team work and collaboration are heavily promoted.

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

In order to retain highly qualified teachers the CRT, Guidance Counselor and Staffing Specialist, as well as all paraprofessionals, administration and support staff support classroom teachers in various ways. Many tasks are taken care of so that teachers can focus on the task of providing high quality instruction

to all students. The principal, CRT, Instructional Support, Guidance Counselor and Staffing Specialist provide professional development for teachers based on their needs. When recruiting highly qualified staff, the principal utilizes the E-Recruiting employment site to monitor applicants, check references, and interview qualify applicants. The School Secretary works with Employment Services to ensure highly qualified candidates clear the application process in E-Recruiting before the principal schedules interviews. The principal carefully checks resumes to ensure teachers possess a degree in Elementary Education, are appropriately certified and highly qualified. Once hired, new teachers are assigned a mentor with several years of effective teaching experience. Mentors provide assistance in the day to day operations, lesson planning, record keeping, data analysis, and effective instructional strategies. The curriculum resource teacher coordinates the mentor program and schedules monthly meetings to ensure new teachers are provided extra assistance throughout the school year.

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

First year teachers, new teachers to the district, and teachers new to a grade level are assigned a mentor. The mentor teacher is a teacher with several years of effective ratings and someone who has a proven record of high academic achievement for students. Mentors have also taken the Clinical Educator class offered by the district. Mentees meet on a monthly basis with the mentor coordinator and on an as needed ongoing basis with their mentor. Planned activities this school year consist of training in the Marzano Evaluation system, Thinking Maps, I-Ready and how to effectively use the Journeys and Go Math resources for instruction.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The district has a rigorous adoption process that analyzes the percent correlation between the core materials and the Florida Standards resources that are provided by the district and all schools are expected to utilize during daily instruction. Core instructional resources are provided on the Instructional Management System (IMS) and aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

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

MTSS leadership team will meet regularly to analyze data. Meetings with teachers and administration are scheduled weekly for data chats. The curriculum resource teacher will use data to support teachers in developing differentiated lessons.

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

Strategy: After School Program

Minutes added to school year: 3,960

Citrus Elementary will offer after school tutoring on Tuesdays and Thursdays from September until March. Each tutoring session will be split into two 45 minute blocks. We will utilize I-Ready for our Level 1 and Level 2 students in 4-5 grade and for our struggling and bubble students in 3rd grade along with workbooks that accompany the program. The workbooks contain lessons tailored to students specific needs. We are also exploring interest in Saturday tutoring for interested parents.

Strategy Rationale

Student data revealed that student reading is below proficiency for our lowest 30%. The program contributed to gains for students in the lowest 30% in reading and math last year so we are continuing with the implementation this year.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Smith, Ellen, ellen.smith@ocps.net

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

We will utilize the I-Ready diagnostic assessments, I-Ready reports, progress monitoring, and benchmark assessments to determine if I-Ready and the targeted lessons are effective. Through analysis of the I-Ready reports we will be able to determine what skills need to be targeted.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Each year we conduct a kindergarten orientation for incoming kindergartners, introduce parents to the kindergarten team, and provide time to visit classrooms and ask questions. When students enter kindergarten in August teachers assess students on kindergarten readiness skills using FLKRS and FAIR. Students that fall in the lowest 30% for letter sounds and letter recognition receive extra support from a reading intervention teacher during the school day.

Fifth grade student visit the two middle school that Citrus Elementary feeds to. Students are allowed to tour the campus, attend an orientation and submit schedule requests.

College and Career Readiness

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

The school counselor highlights careers of parents and community members during our annual Teach-In event. She also highlights a college each month and students complete an information sheet on the college. Second graders are participating in a career spotlight with "Tracker" a stuffed dog. Students complete an information sheet and request "Tracker" to visit their parents work place.

Parents and students complete a project that showcases their day with "Tracker." Fifth grade is visiting West Side Tech to learn about possible technical programs available to them.

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

Instruction incorporates non-fictional text to teach students about community, work and history to prepare students in the career and technical fields. The school counselor also highlights different careers of parents and community members during our annual Teach-In event.

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

We ensure all students leave with foundational skills that will lead to academic success in the future. Fifth graders will attend a field trip to a neighboring technical school in order to highlight options for students after high school. The school counselor also highlights a college each month and students complete an information sheet on the college.

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

Students are exposed to non-fictional text across grade levels. Close reading strategies are embedded throughout content areas.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the Instructional Framework.

- G2.** Student achievement will increase with the implementation of the MTSS process.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the Instructional Framework. 1a

G048940

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	69.0
AMO Math - All Students	73.0
FCAT 2.0 Science Proficiency	60.0
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Florida Standards, Item Specifications, Instructional Management System, District MTP's, I-Ready, lesson plan templates, Journeys, Go Math, Science Fusion

Targeted Barriers to Achieving the Goal 3

- Teachers have difficulty deconstructing the Florida standards.
- Teachers have difficulty writing learning goal and scale when planning for rigorous instruction.

Plan to Monitor Progress Toward G1. 8

Common Assessments, FAIR Data, Performance Matters Benchmark Data, I-Ready Data will be analyzed on a regular basis. Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the school district's scope and sequence and are standards based.

Person Responsible

Delaine Bender

Schedule

On 5/27/2015

Evidence of Completion

Common Assessments, FAIR Reports, Benchmark Reports, I-Ready Reports, IObservation data

G2. Student achievement will increase with the implementation of the MTSS process. 1a

G036186

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	69.0
ELA/Reading Lowest 25% Gains	70.0
AMO Math - All Students	73.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- Citrus Elementary Faculty and staff will use FAIR, OCPS Benchmarks Exams, I-Ready computer based data, and common assessments' data to guide and direct instruction.
- MTSS team

Targeted Barriers to Achieving the Goal 3

- Implementation of strategies for students identified in Tier 2 and Tier 3 and enrichment students
- Teachers have difficulty creating differentiated center activities.

Plan to Monitor Progress Toward G2. 8

The progress towards the goal will be monitored by conducting classroom walkthroughs, observations and student data. School data will provide detailed information regarding how the students are moving in relation to the goal set forth. Student achievement will increase across all subgroups as indicated in Performance Matters data and Florida State Standards Assessment data.

Person Responsible

Delaine Bender

Schedule

Monthly, from 9/24/2014 to 5/27/2015

Evidence of Completion

Performance Matters benchmark assessments, I-Ready diagnostic and progress monitoring reports, MTSS team meeting notes, I observation data, progress monitoring data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the Instructional Framework. **1**

 G048940

G1.B1 Teachers have difficulty deconstructing the Florida standards. **2**

 B122226

G1.B1.S1 Use staff and district resources to collaboratively deconstruct standards and write accompanying learning goals and scales. **4**

 S134178

Strategy Rationale

Observation data shows that teachers are not using rigorous instructional activities. The data shows that teachers have a lack of knowledge on how to deconstruct the new standards. Teachers need tools provided to deconstruct standards and align the standards with rigorous activities and assessments.

Action Step 1 **5**

Provide professional development and time for grade level teams to collaboratively plan for rigorous lessons. PD will be provided on deconstructing the standards.

Person Responsible

Delaine Bender

Schedule

Monthly, from 9/24/2014 to 5/27/2015

Evidence of Completion

sign in sheets, lesson plan checks, I observation data

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

Ongoing lesson plan checks, bi-weekly data meetings, student achievement data

Person Responsible

Delaine Bender

Schedule

Weekly, from 9/24/2014 to 5/27/2015

Evidence of Completion

Minutes from data meetings, lesson plans, FAIR, benchmark assessments, common assessments

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

PLC meeting notes, increased evidence of learning goals and scales, lesson plans

Person Responsible

Delaine Bender

Schedule

Monthly, from 9/24/2014 to 5/27/2015

Evidence of Completion

I-Observation data, benchmark assessments, FAIR, I-Ready, tutoring data, common assessments

G2. Student achievement will increase with the implementation of the MTSS process. 1

G036186

G2.B1 Implementation of strategies for students identified in Tier 2 and Tier 3 and enrichment students 2

B086638

G2.B1.S1 CRT will provide professional development for teachers on how to utilize Houghton Mifflin resources for small group differentiation 4

S097336

Strategy Rationale

The data shows that teachers lack knowledge with incorporating differentiated instructional activities.

Action Step 1 5

Professional Development for teachers on Florida Standards, deconstruction standards, use of Journeys to plan for small groups

Person Responsible

Ellen Smith

Schedule

Monthly, from 9/24/2014 to 5/27/2015

Evidence of Completion

Attendance at trainings, PLC notes, MTSS meeting notes

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

Sign-in sheet, lesson plan checks, Classroom observations and walkthroughs

Person Responsible

Delaine Bender

Schedule

Weekly, from 9/24/2014 to 5/27/2015

Evidence of Completion

Lesson plans, classroom observations, MTSS meeting notes, data meetings

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

Teachers will be able to differentiate instruction based on data which will increase student achievement.

Person Responsible

Delaine Bender

Schedule

Monthly, from 9/24/2014 to 5/27/2015

Evidence of Completion

Data meeting minutes, lesson plans, benchmark results, FSA results, IObservation data

G2.B1.S2 I-Ready consultant will provide professional development for teachers on how to utilize reports to provide differentiated instruction and skill specific practice. 4

 S097337

Strategy Rationale

Using data to drive instruction.

Action Step 1 5

Professional development with I-Ready consultant to train teachers on utilizing reports to differentiate instruction.

Person Responsible

Fredrick Brooks

Schedule

On 11/19/2014

Evidence of Completion

Sign in sheets for training, I-Ready reports

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

I-Ready reports, student assessments

Person Responsible

Delaine Bender

Schedule

Weekly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Notes from MTSS and data meetings, Performance Matters Benchmark tests, student assessments

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

Monitor effectiveness of I-Ready implementation as it relates to the lowest 25% in math.

Person Responsible

Delaine Bender

Schedule

Weekly, from 9/24/2014 to 5/29/2015

Evidence of Completion

FAIR, Performance Matters benchmark assessments, I-Ready progress monitoring and diagnostic reports

G2.B2 Teachers have difficulty creating differentiated center activities. 2

B130166

G2.B2.S1 Assisting teachers with creating rigorous learning centers targeting students identified in Tier 2 and Tier 3 and enrichment students. Professional development and side-by-side coaching and modeling will be provided to all teachers incorporating data to drive differentiated centers. Coaches will provide samples of center activities that are differentiated based on the needs of the students. 4

S142206

Strategy Rationale

The data indicates the need for instruction to be differentiated to meet the needs of all learners.

Action Step 1 5

Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students. Teachers will visit the classrooms of colleagues who have implemented rigorous centers effectively to view how effective centers are run.

Person Responsible

Ellen Smith

Schedule

Monthly, from 9/25/2014 to 5/29/2015

Evidence of Completion

Sign in sheets Notes from teachers Activities that align to the standard and are differentiated to address all learners, PD sign in sheets, PLC agenda

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

Classroom Walkthroughs during the teacher observance of centers. Exit slips will be reviewed after the PD and the differentiated center activities will be reviewed by grade level admin, lesson plans will be reviewed.

Person Responsible

Delaine Bender

Schedule

Monthly, from 9/25/2014 to 5/29/2015

Evidence of Completion

Notes, classroom walk-through forms, I observation data and feedback, lesson plans, I-Ready data, and Performance Matters data.

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

I-observations and classroom walkthroughs will take place during the intervention block .I-Ready data, and Performance Matters data. I observation feedback and data.

Person Responsible

Delaine Bender

Schedule

Monthly, from 9/25/2014 to 5/29/2015

Evidence of Completion

I-observation and classroom walk-throughs, I Ready data, Performance Matters data, and MTSS team meeting notes

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Professional Development for teachers on Florida Standards, deconstruction standards, use of Journeys to plan for small groups	Smith, Ellen	9/24/2014	Attendance at trainings, PLC notes, MTSS meeting notes	5/27/2015 monthly
G2.B1.S2.A1	Professional development with I-Ready consultant to train teachers on utilizing reports to differentiate instruction.	Brooks, Fredrick	11/19/2014	Sign in sheets for training, I-Ready reports	11/19/2014 one-time
G1.B1.S1.A1	Provide professional development and time for grade level teams to collaboratively plan for rigorous lessons. PD will be provided on deconstructing the standards.	Bender, Delaine	9/24/2014	sign in sheets, lesson plan checks, I observation data	5/27/2015 monthly
G2.B2.S1.A1	Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students. Teachers will visit the classrooms of colleagues who have implemented rigorous centers effectively to view how effective centers are run.	Smith, Ellen	9/25/2014	Sign in sheets Notes from teachers Activities that align to the standard and are differentiated to address all learners, PD sign in sheets, PLC agenda	5/29/2015 monthly
G1.MA1	Common Assessments, FAIR Data, Performance Matters Benchmark Data, I-Ready Data will be analyzed on a regular basis. Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the school district's scope and sequence and are standards based.	Bender, Delaine	9/24/2014	Common Assessments, FAIR Reports, Benchmark Reports, I-Ready Reports, IObservation data	5/27/2015 one-time
G1.B1.S1.MA1	PLC meeting notes, increased evidence of learning goals and scales, lesson plans	Bender, Delaine	9/24/2014	I-Observation data, benchmark assessments, FAIR, I-Ready, tutoring data, common assessments	5/27/2015 monthly
G1.B1.S1.MA1	Ongoing lesson plan checks, bi-weekly data meetings, student achievement data	Bender, Delaine	9/24/2014	Minutes from data meetings, lesson plans, FAIR, benchmark assessments, common assessments	5/27/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	The progress towards the goal will be monitored by conducting classroom walkthroughs, observations and student data. School data will provide detailed information regarding how the students are moving in relation to the goal set forth. Student achievement will increase across all subgroups as indicated in Performance Matters data and Florida State Standards Assessment data.	Bender, Delaine	9/24/2014	Performance Matters benchmark assessments, I-Ready diagnostic and progress monitoring reports, MTSS team meeting notes, I observation data, progress monitoring data	5/27/2015 monthly
G2.B1.S1.MA1	Teachers will be able to differentiate instruction based on data which will increase student achievement.	Bender, Delaine	9/24/2014	Data meeting minutes, lesson plans, benchmark results, FSA results, IObservation data	5/27/2015 monthly
G2.B1.S1.MA1	Sign-in sheet, lesson plan checks, Classroom observations and walkthroughs	Bender, Delaine	9/24/2014	Lesson plans, classroom observations, MTSS meeting notes, data meetings	5/27/2015 weekly
G2.B2.S1.MA1	I-observations and classroom walkthroughs will take place during the intervention block .I-Ready data, and Performance Matters data. I observation feedback and data.	Bender, Delaine	9/25/2014	I-observation and classroom walk-throughs, I Ready data, Performance Matters data, and MTSS team meeting notes	5/29/2015 monthly
G2.B2.S1.MA1	Classroom Walkthroughs during the teacher observance of centers. Exit slips will be reviewed after the PD and the differentiated center activities will be reviewed by grade level admin, lesson plans will be reviewed.	Bender, Delaine	9/25/2014	Notes, classroom walk-through forms, I observation data and feedback, lesson plans, I-Ready data, and Performance Matters data.	5/29/2015 monthly
G2.B1.S2.MA1	Monitor effectiveness of I-Ready implementation as it relates to the lowest 25% in math.	Bender, Delaine	9/24/2014	FAIR, Performance Matters benchmark assessments, I-Ready progress monitoring and diagnostic reports	5/29/2015 weekly
G2.B1.S2.MA1	I-Ready reports, student assessments	Bender, Delaine	9/24/2014	Notes from MTSS and data meetings, Performance Matters Benchmark tests, student assessments	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the Instructional Framework.

G1.B1 Teachers have difficulty deconstructing the Florida standards.

G1.B1.S1 Use staff and district resources to collaboratively deconstruct standards and write accompanying learning goals and scales.

PD Opportunity 1

Provide professional development and time for grade level teams to collaboratively plan for rigorous lessons. PD will be provided on deconstructing the standards.

Facilitator

District Coaches, CRT, principal, assistant principal

Participants

K-5 instructional staff

Schedule

Monthly, from 9/24/2014 to 5/27/2015

G2. Student achievement will increase with the implementation of the MTSS process.

G2.B1 Implementation of strategies for students identified in Tier 2 and Tier 3 and enrichment students

G2.B1.S1 CRT will provide professional development for teachers on how to utilize Houghton Mifflin resources for small group differentiation

PD Opportunity 1

Professional Development for teachers on Florida Standards, deconstruction standards, use of Journeys to plan for small groups

Facilitator

Principal, District Coaches, MTSS Team, CRT

Participants

MTSS team, K-5 teachers

Schedule

Monthly, from 9/24/2014 to 5/27/2015

G2.B1.S2 I-Ready consultant will provide professional development for teachers on how to utilize reports to provide differentiated instruction and skill specific practice.

PD Opportunity 1

Professional development with I-Ready consultant to train teachers on utilizing reports to differentiate instruction.

Facilitator

I-Ready consultant

Participants

Leadership team, all K-5 teachers

Schedule

On 11/19/2014

G2.B2 Teachers have difficulty creating differentiated center activities.

G2.B2.S1 Assisting teachers with creating rigorous learning centers targeting students identified in Tier 2 and Tier 3 and enrichment students. Professional development and side-by-side coaching and modeling will be provided to all teachers incorporating data to drive differentiated centers. Coaches will provide samples of center activities that are differentiated based on the needs of the students.

PD Opportunity 1

Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students. Teachers will visit the classrooms of colleagues who have implemented rigorous centers effectively to view how effective centers are run.

Facilitator

CRT

Participants

all instructional staff

Schedule

Monthly, from 9/25/2014 to 5/29/2015

Budget Rollup

Summary	
Description	Total
Goal 2: Student achievement will increase with the implementation of the MTSS process.	1,000
Grand Total	1,000

Goal 2: Student achievement will increase with the implementation of the MTSS process.		
Description	Source	Total
B1.S2.A1 - I-Ready Consultant training 1 day	General Fund	1,000
Total Goal 2		1,000