Citrus Grove Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Citrus Grove Elementary School

729 HAZEN RD, Deland, FL 32720

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

School Board Approval

This plan was approved by the Volusia County School Board on 10/31/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

We will ignite a passion for learning in all students to be productive citizens.

Provide the school's vision statement.

Eagles do their best and nothing less!

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Williams, Jennifer	Principal	Administrative walkthroughs and feedback to teachers and staff. Weekly coach/administrator meetings. Monitor teacher tiering system through walkthrough data. Attend weekly PLC meetings. Review data to finalize master schedule focused on proper placement of students for intervention, ESE and ELL support. Monitor Responsive Classroom practices through ongoing administrative walkthroughs.
Harris, Erica	Assistant Principal	Administrative walkthroughs and feedback to teachers and staff. Conduct monthly progress monitoring meetings. Weekly coach/administrator meetings. Monitor teacher tiering system through walkthrough data. Review data to finalize master schedule focused on proper placement of students for intervention, ESE and ELL support. Monitor look-fors through ongoing administrative walkthroughs. Provide assistance with EWS information and quarterly EWS/discipline meetings. Responsible for updating SIP information and uploading to the CIMS site. Lead Stocktake process. AVID Site Team Leader.
Lalashuis, Stephanie	Reading Coach	Facilitate PL. Conduct PLC's monthly for data chats focused on reviewing student groupings and planning for interventions with ESE and teachers to plan instruction. Weekly coaches/administrator meetings. Conduct monthly progress monitoring meetings. Conduct Collaborative Planning sessions monthly focused on developing teacher knowledge and skills in standards based instruction. Create Coaching Cycles to support teacher growth in small group instruction.
Martin, Timothy	Math Coach	Facilitate PL. Conduct PLC's monthly for data chats focused on reviewing student groupings and planning for interventions with ESE and teachers to plan instruction. Conduct monthly progress monitoring meetings. Weekly coaches/administrator meetings. Conduct Collaborative Planning sessions monthly focused on developing teacher knowledge and skills in standards based instruction. Create Coaching Cycles to support teacher growth in small group instruction. Collect and analyze data to share with the SLT Team. AVID Team Leader.
Magras, Olivia	Teacher, K-12	Provide teacher and student voice. Attend SLT meetings, and provide input on School Improvement Plan and professional learning.

Name	Position Title	Job Duties and Responsibilities
Copes, Dana	School Counselor	Attend SLT Meetings and facilitate PBIS team meetings. Teacher support for Positive Culture and Environment SIP goal, and student lessons.
Roberts, Lisa	Teacher, K-12	Provide teacher and student voice. Attend SLT meetings, and provide input on School Improvement Plan and professional learning.
Ruiz, Brittany	School Counselor	Attend SLT Meetings and facilitate PBIS team meetings. Teacher support for Positive Culture and Environment SIP goal, and student lessons.
Flesch, Melissa	Teacher, K-12	Assist with student behavior and Positive Culture and Environment SIP Goal. Review Data to focus on proper placement of students for interventions, ESE and ELL support. Monitor Responsive Classroom Practices
Targowski, Andrew	Teacher, K-12	Assist with student behavior and Positive Culture and Environment SIP Goal. Review Data to focus on proper placement of students for interventions, ESE and ELL support. Monitor Responsive Classroom Practices

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our process of involving stakeholders in our SIP development process is done through the collaboration of administration, academic coaches and teachers working together to analyze data and develop a plan. This plan and data is presented to our School Advisory Council to be reviewed and discussed before final submission. All stakeholders input is taken into consideration to develop our SIP.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Citrus Grove Elementary' s SIP will be monitored through multiple processes to ensure the plan is showing continuous improvement. Teaching and learning will be monitored through classroom walk throughs by our leadership team. We will also identify teacher support tiers for continuous coaching cycles. Student data will be monitored with our school wide data tracking form and reviewed during PLC with teachers, coaches and administrators. Teachers will also participate is common planning to ensure

the benchmark alignment of teaching and learning. Leadership meetings will occur weekly to revisit our progress towards our SIP and review walk through data. Student data will also be shared and reviewed during grade level PLC's as Progress Monitoring assessments occur throughout the year. Our data and SIP will be shared quarterly with our School Advisory Council.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	44%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	9	33	28	31	17	22	0	0	0	140
One or more suspensions	2	9	4	8	4	10	0	0	0	37
Course failure in English Language Arts (ELA)	0	0	0	2	8	3	0	0	0	13
Course failure in Math	0	0	0	1	7	4	0	0	0	12
Level 1 on statewide ELA assessment	0	0	0	0	3	22	0	0	0	25
Level 1 on statewide Math assessment	0	0	0	0	3	26	0	0	0	29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	1	0	0	0	0	0	0	2

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	5	2	5	9	15	0	0	0	37

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	1	3	14	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	37	31	29	35	29	28	0	0	0	189
One or more suspensions	5	6	6	5	7	5	0	0	0	34
Course failure in ELA	0	0	0	15	3	5	0	0	0	23
Course failure in Math	0	0	0	0	3	4	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	25	31	28	0	0	0	84
Level 1 on statewide Math assessment	0	0	0	28	34	38	0	0	0	100
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	13	26	12	8	15	0	0	0	86

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	7	13	21	20	19	0	0	0	86

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	5	0	1	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	37	31	29	35	29	28	0	0	0	189
One or more suspensions		5	6	6	5	7	5	0	0	0	34
Course failure in ELA	0	0	0	15	3	5	0	0	0	23
Course failure in Math	0	0	0	0	3	4	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	25	31	28	0	0	0	84
Level 1 on statewide Math assessment	0	0	0	28	34	38	0	0	0	100
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	13	26	12	8	15	0	0	0	86

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	7	13	21	20	19	0	0	0	86

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	5	0	1	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	58	52	53	60	53	56	67		
ELA Learning Gains				62			68		
ELA Lowest 25th Percentile				49			58		
Math Achievement*	58	55	59	57	42	50	59		
Math Learning Gains				55			55		
Math Lowest 25th Percentile				34			37		
Science Achievement*	73	62	54	66	55	59	66		
Social Studies Achievement*					59	64			
Middle School Acceleration					45	52			
Graduation Rate					58	50			
College and Career Acceleration						80			
ELP Progress	49	60	59	69			45		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	299
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	452
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	4	
ELL	46			
AMI				
ASN	84			
BLK	33	Yes	1	
HSP	53			
MUL	56			
PAC				
WHT	72			
FRL	55			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	3	
ELL	45			
AMI				
ASN	80			
BLK	47			
HSP	49			

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	63			
PAC				
WHT	58			
FRL	51			

2021-22 ESSA SUBGROUP DATA SUMMARY

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	58			58			73					49
SWD	27			26			53				5	50
ELL	40			46			64				5	49
AMI												
ASN	80			87							2	
BLK	33			31			35				4	
HSP	52			46			67				5	51
MUL	57			52							3	
PAC												
WHT	64			66			84				4	
FRL	51			50			64				5	55

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	60	62	49	57	55	34	66					69
SWD	32	43	44	30	41	30	37					53
ELL	45	50	33	47	50	13	50					69
AMI												
ASN	80	82		85	73							

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
BLK	51	67		35	46	50	30					
HSP	49	53	33	50	48	24	66					65
MUL	50	70		63	70							
PAC												
WHT	64	62	59	60	56	36	70					
FRL	55	59	43	49	51	31	54					68

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	67	68	58	59	55	37	66					45
SWD	43	57	64	40	50	50	46					40
ELL	54	83		43	58		73					45
AMI												
ASN	80			60								
BLK	58			33								
HSP	58	76		45	48		52					37
MUL	53	50		71	60							
PAC												
WHT	72	69	71	65	59	41	73					
FRL	61	62	52	50	50	33	58					42

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
ELA						
05	2023 - Spring	55%	53%	2%	54%	1%
04	2023 - Spring	63%	57%	6%	58%	5%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	61%	53%	8%	50%	11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	54%	57%	-3%	59%	-5%
04	2023 - Spring	60%	59%	1%	61%	-1%
05	2023 - Spring	64%	55%	9%	55%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	71%	61%	10%	51%	20%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to PM3, our 3rd grade Math data was at 55% which showed the lowest performance. Our 3rd grade team consisted of 5 out of 7 teachers that were new to our school or to the grade level. The 3rd grade team had an increase of new students, along with students that went through the MTSS process and ended up being staffed as SWD. Additionally, Math intervention was not implemented with fidelity and must be a focus this year. Teacher burnout and frustration interfered with frequency of coaching cycles. Increased structured planning and coaching could improve this area.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

According to PM 3 data our African American subgroup showed the greatest decline from the prior year. We had an increase of students in this subgroup that rejoined the public school setting since the pandemic. Therefore, these students entered at a disadvantage with learning gaps that needed to be addressed. 32% of this subgroup also contributes to our discipline referrals, causing loss of instructional time. The African American ESSA subgroup showed the greatest decline. The subgroup scored an overall 47 in the 2022 school year and it is anticipated that the group will score approximately a 34 once ESSA data is released for Spring 2023 data. As of the beginning of the 2023-2024 school year, 31% of African American students in grades 3-5 are also in the SWD subgroup, which is higher than the school 3rd-5th percentage of 24.15%. 5% of African American students in grades 3rd-5th are on a variance for programs such as EBD. Contributing factors are discipline issues and lack of motivation. Working with

the PBIS team and teachers to brainstorm motivational incentives to support this subgroup and ways to encourage students/families to take advantage of after school tutoring. Monthly follow-up with MTSS data chats to ensure fidelity with appropriate interventions and progress monitoring.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

According to Progress Monitoring 3 data, our 3rd grade Math had the greatest gap compared to the state. The state average was 59%. We were at 55% for a difference of 4%. Our teachers were new to the curriculum, planning process, and grade level which contributed to this gap. Students in this group had an interruption to their foundational skills during the time of COVID, including partial Kindergarten instruction, limited use of manipulatives, and decreased collaboration with peers. In addition, last years teachers in this grade level experienced an unusually high number of absences due to health and other issues.
Continued work on knowledge of benchmarks through coaching and planning with support this along with intensive intervention.

Which data component showed the most improvement? What new actions did your school take in this area?

According to the FSSA, our 5th grade Science component showed the most improvement. Our overall science score increased from 66% to 73% proficiency. The team planned a Saturday Boot Camp for students, utilizing teachers from previous grade levels. The entering students performed higher than previous years on SMT 1, providing evidence that a strong foundation in Science in grades 3rd and 4th were taught. The team utilized collaborative planning with fidelity, and included teacher leaders.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Chronic attendance continues to be a concern. In grades 2nd and 1st there were 59 students, 20% of the grade level, with less than 90% attendance alone.

The school had an increase of 55% in discipline referrals. 4th grade had the largest number of referral at 219. This data shows the need to support our 5th grade team and determine root causes of behavior with the help of our school counselors. 37 students had one or more suspensions.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priorities for school year are:
1. MTSS/ Problem Solving
2. Planning for Behavior and Academics
3. PBIS

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

At Citrus Grove Elementary, our data indicates that instruction and task have not been fully aligned to the depth
of the benchmarks in all subject areas. There is work we need to do through collaborative planning to strengthen our knowledge of the benchmarks in an effort to improve tier 1 instruction and increase student achievement.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student Practice:
After administration of PM1 and PM2, all students will show growth consistent with district trends.
By January of 2024, 50% of students will score a level 3 or higher on the Math VBA 2. 54% of students will score a level 3 or higher one ELA VBA 2. 54% of 5th grade students will show proficiency on the Science VBA 2.

Teacher Practice:
By May 2024, 90% of classroom teachers will provide students with Benchmark-aligned tasks as evidenced in walkthroughs.

Coaching Practice:
By April 2024, the number of teachers receiving Tier 2-3 support will decrease by 80%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Student Practice:
Student data will be disaggregated after PM1, PM2, VBA 1, and VBA 2 and compared to district proficiency and growth trends. After each VBA is administered, teacher, with the support of coach will track data to make instructional decisions.

Teacher Practice:
Classroom walkthrough trend data will be collected and analyzed monthly.
Administration and coaches will attend common planning to monitor look-fors.
Stocktake meetings will occur two times throughout the school year to identify focus areas and develop specific action steps to address each one.

Coaching Practice:
Administration and coaches will meet weekly as a team to analyze the coaching support plan and data trends collected to make adjustments and plan for professional development.

Person responsible for monitoring outcome:

Jennifer Williams (jpwillia@volusia.k12.fl.us)

Evidence-based Intervention: Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Providing Professional Development: By providing collaborative planning weekly through intensive teacher professional learning, facilitated by school based experts (coach) and designed to deepen content-based learning, support benchmark-aligned instruction and tasks, and build capacity among staff.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research has shown that teacher effectiveness is the most important school-based factor that influences students outcomes, including student achievement.
Providing Professional Development is identified as a moderate Tier 2 intervention identified by WWC.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Grade level teams will plan for aligned instruction to target benchmarks based on disaggregated data after VBAs and PMs.

Person Responsible: Timothy Martin (trmartin@volusia.k12.fl.us)

By When: As assessment data is available.

Coach will provide content support based on walkthrough data.

Person Responsible: Stephanie Lalashuis (salalash@volusia.k12.fl.us)

By When: Monthly

Plan and provide professional development opportunities based on look fors and staff needs.
1. questioning and collaborative structures
2. scaffolds and supports for ELLs and SWDs
3. data analysis of VBA3 to plan for instruction prior to PM3

Person Responsible: Jennifer Williams (jpwillia@volusia.k12.fl.us)

By When: Throughout the year, ongoing

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our Needs Assessment revealed that discipline referrals had increased by 55% in the previous school year. Our data indicates an increased focus on our discipline system. There is work needed to refine teacher and school actions towards student behavior. Strengthening this system would allow for less disruption and increase instructional time, resulting in an increase in student achievement.
47% of our school referrals are SWD. 32% of all referrals were African American subgroup. 19% are within the subgroup of African American and are SWD.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Citrus Grove will reduce the number of referrals by 10% or greater for the 2023-24 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored through monthly discipline data discussions during PBIS meetings and leadership meetings. Behavior team meetings will be conducted quarterly to include administration, school counselors/MTSS chair, behavior specialist, school psychologist, and teachers. Interventions will be reviewed for effectiveness and refined for success.

Person responsible for monitoring outcome:

Jennifer Williams (jpwillia@volusia.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention Citrus Grove Elementary will use from What Works Clearinghouse is Reducing Behavior Problems in the Elementary School Classroom.
The 5 recommendations are:
Recommendation 1. Identify the specifics of the problem behavior and the conditions that prompt and reinforce it.
Recommendation 2. Modify the classroom learning environment to decrease problem behavior.
Recommendation 3. Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.
Recommendation 4. Draw on relationships with professional colleagues and students' families for continued guidance and support.
Recommendation 5. Assess whether schoolwide behavior problems warrant adopting schoolwide strategies or programs and, if so, implement ones shown to reduce negative and foster positive interactions.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific strategy was the ability for supporting our teachers and reduce discipline referrals through the 5 recommendations of the intervention strategy.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Train all teachers on PBIS and discipline procedures during preplanning.

Person Responsible: Dana Copes (djcopes@volusia.k12.fl.us)

By When: August 11, 2023

Monitor responsive classroom practices through ongoing classroom walk throughs and feedback.

Person Responsible: Erica Harris (eaharris@volusia.k12.fl.us)

By When: End of each quarter

Conduct Quarterly data chats with behavior team. This will include school counselors, school psychologist, behavior specialist and administration.

Person Responsible: Erica Harris (eaharris@volusia.k12.fl.us)

By When: Quarterly

Monthly behavior data analysis with the leadership team and PBIS team.

Person Responsible: Dana Copes (djcopes@volusia.k12.fl.us)

By When: End of each month

Provide ongoing professional learning for all staff members on Reducing Behavior Problems in the Elementary School Classroom.

Person Responsible: Erica Harris (eaharris@volusia.k12.fl.us)

By When: ERPL's and Professional Learning Day

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Title I funds were allocated for an intervention teacher, academic coach, and parent liaison. After reviewing FAST data, the current allocated money will used for teacher collaborative planning in an effort to provide instruction and tasks that are aligned to the benchmarks.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The Citrus Grove Elementary School Advisory Council will meet monthly to plan, review, and involve parents in the implementation and improvement of Title I programs at the school. School Advisory Council (SAC) elections are held annually. Parents and school community members are solicited through all communication tools (online, brochures, marquee, School Messenger) to fill vacant seats. Any parents or school community member who expresses an interested in serving may be appointed by the principal. Parental input will be reported in the minutes of each meeting regarding the usage of Title I parent and family engagement funds.
https://citrusgrove.vcsedu.org/

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

At Citrus Grove we provide opportunities throughout the year where students, teachers and families are able to build relationships. Some of these activities or events include: meet the teacher, open house, media
programs, after school clubs, tutoring, etc. The Master Schedule has a designated time each morning where teachers conduct their "Morning Meeting" in their classroom. The morning meeting allows students
and teacher the opportunity to greet each other, determine a focus for the day and to build rapport and community within the classroom. Additionally, parental support is offered through migrant services such as translation and food assistance programs. Title IX Coordinator provides services to families to ensure that students have school supplies , community resources, and transportation. Student information packets including the Title I handbook are distributed at meet the teacher or on the first week of school to all enrollees in English and Spanish. The school website is available for parents to view and contains information about all school programs, curriculum, policies, and procedures. Parent conferences are held at the request of the parent with translation provided if needed. School messenger phone system sends daily attendance messages to assist parents to monitor attendance. It is also used to communicate special events and important information from school administration with phone messages being delivered to all students in English and Spanish. Parent and Family Engagement Plan will be posted on the school website and hard copies available in our Parent Resource Center and school office.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Boot Camps:
Saturday Boot Camps will take place for 3rd-5th grade students in the month of April/May. Students will work on ELA, math, and science learning activities determined by assessment data.

Collaborative Planning:
Collaborative planning opportunities were provided during the summer for math instruction. Collaborative planning will also take place throughout the school year by all grade levels in all subject areas using the district wide look fors as a guide to focus on benchmark aligned instruction, benchmark aligned tasks,

questioning to deepen understanding, and collaborative structures.

Walk to Intervention:
ELA Walk to Intervention will begin schoolwide on September 5 using data from last school year. WTI groups will be adjusted regularly using PM and VBA data. K-2 will use SIPPS and 3rd-5th will use SIPPS, Measuring Up, and Magnetic lessons.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

na