

Citrus Elementary School



2014-15 School Improvement Plan

Citrus Elementary School

2771 CITRUS PL, Vero Beach, FL 32968

www.indianriverschools.org

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
81%

Alternative/ESE Center
No

Charter School
No

Minority
48%

School Grades History

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

School Board Approval

This plan is pending approval by the Indian River County School Board.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	29
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	30

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

The mission of Citrus Elementary is to utilize a growth mind set with parents, students and staff to build self-efficacy in all of our stakeholders to increase reading proficiency through a balanced literacy program implementation across content areas to ensure achievement of Superintendent's Moonshot Moment and Learning Alliance initiative of 90% literacy master by third grade.

Provide the school's vision statement

To educate all students for college or career readiness in order to be contributing citizens in the global economy of the 21st century.

School Environment

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

The school contacts community leaders and parent representatives from both Hispanic and African American Communities to elicit support for school initiatives directed at these populations. Committees are formed and all participants brainstorm ideas for outreach initiatives, i.e. FSA Night in Spanish only. Surveys are sent to targeted demographics to determine needs of that group and information is utilized for future planning.

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

Staff attends training in "Growth Mind" set to help transfer this to the students. Teachers are facilitating "growth mind set" lessons to create a culture of trust that encourages all students to participate without hesitation, that mistakes lead to learning and breaking down the barriers of a fixed mindset that hinder learning. All staff incidental interactions through morning/afternoon greetings and display of positive reinforcements appreciate students emotional state provide caring and nurturing campus. Developing partnerships with volunteers to capture those students in need of mentoring, academic and emotional support and encouragement through homework clubs, computer lab access.

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 utilizes school wide Positive Behavior Support. From 2008-2012 Citrus has earned model school status awarded by USF. Positive Behavior Support (PBS) is designed to teach appropriate school behavior and reward students for displaying these behaviors. Additionally, the school goal is to reduce problem behaviors school wide, in order to increase student engagement during instruction leading to more time on task. There are school-wide student behavioral expectations. Be Safe, Be Respectful, Be Responsible. Students earn tokens for positive behaviors to consistently and fairly enforce PBS. School staff have been trained in PBS for the past several years. New staff are oriented to the PBS program and receive coaching on a regular basis. Student disciplinary infractions are reported by the teacher to administrative staff electronically (ODR) after they have collected three minor (teacher managed) incidents.

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

The social and emotional needs of all students are being met through daily contact with caring, respectful school staff. Students who present with individual or small group concerns are typically seen by the Student Support Specialist and/or school Social Worker. These students may receive individual or group counseling, referrals to outside agencies or other means of support (i.e. clothing, food, housing). Big Brothers Big Sisters and school volunteers provide mentoring to targeted students.

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

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	11	10	9	9	6	5	50
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	4	9	5	12	0	0	30
Level 1 on statewide assessment	0	0	0	39	30	35	104

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

Indicator	Grade Level				Total	
	K	1	2	3		
Students exhibiting two or more indicators		4	9	5	9	27

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

- Tier III instruction
- ELO
- FSA Camps
- Homework clubs
- Before School Math Interventions
- Post Cards - Positive communication home for attendance
- Improved and Perfect Attendance - Quarterly Incentives
- Referrals to attendance officer for support
- Social Worker support groups and home contact
- Behavior plans in place for targeted students
- Community Awareness Attendance poster Campaign

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/202418>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Community outreach to Publix, Winn Dixie for resources and academic parent involvement programs.
The Learning Alliance
Rotary Reader
El Templo Inglis
Volunteer Orientation

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
Teske, Jon	Principal
DiDomizio, Susanna	Assistant Principal
Koziel, Elaine	Instructional Coach
McCorrison, Robert	Instructional Coach

Duties

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

The role of the MTSS Leadership Team in the development and implementation of the school improvement plan is driven by data; both academic and behavioral. The school based RTI team meets every other week to analyze reading, math and behavioral data. The core team identifies strengths as well as areas of concern, and then formulates goals to address these areas. The team uses a problem solving approach. The data is reviewed to address changes at all three Tiers of instruction. Leadership Team representatives meet with grade level groups to problem solve implementation of interventions at each Tier of instruction. The role of each member is described as follows: Assistant Principal - meeting facilitator - sets calendar, meeting agenda, invites members and guests. Resource Specialists: records meeting notes, sends out RFA, checks in with intervention coach prior to meeting; School Psychologist: performs observations, completes MTSS worksheet, keeps MTSS log,

attentional referrals; Student support specialist: performs behavioral observations and displays graphically, presents SWIS data for school, student or groups of students, attentional referrals; Reading Coach-presents AIMS, performs observations; Teacher - presents PM2 data, report card, writing and math samples.

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 data management system used to summarize the tiered data is Performance Matters (PM2), Progress Monitoring and Reporting (PMRN) and School Wide Information System (SWIS). In addition, data monitoring tools are utilized to show aimline and trendline for each student receiving Tier 2 or Tier 3 intervention in Reading. These data management systems are used district wide and show patterns, trends, strengths and weaknesses. The data can be generated and viewed by school, class and individual student criteria. Providing data in multiple formats allows schools to meet the need of each student beginning with Tier 1 monitoring. Teachers are supported by the efforts of the Reading and Math coach, as well as Title 1 Resource staff. Additional research based strategies and/or materials are recommended, monitored and revisited typically within 6 weeks of a Tier 2 or Tier 3 intervention implementation to determine effectiveness.

Title I, Part A

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

- Implements research-based resources funded by local and federal funds
- The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title I, Title II, Title III, and Migrant programs and Title X.
- School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities
- Input from the Pre K programs is obtained by the school and district and is included in the transition plan
- Parent surveys are conducted annually and developed with input from parents who represent Title I Part A, Title I Part C Migrant, and English Language Learner programs
- Partnerships are established outside agencies (i.e. with FDLRS, Education Foundation of Indian River County, Learning Alliance, Connected 4 Kids, Big Brothers Big Sisters, Rotary)
- Coordination and scheduling of instructional programs (i.e. MTSS)
- Implementation of parent information/training programs (i.e. Parent/ Family Nights, Parent Academies)
- Brochures and referrals for parent and student support services

Citrus Elementary School coordinates with the Indian River County School District office on all matters involving Title I. This involves both formal, scheduled meetings and informal day-to-day contacts to ensure the smooth coordination of all efforts. Both budgetary and programmatic issues are fully coordinated. Where others are needed (i.e., ESE, ESOL, food services, etc.) they are contacted directly and invited to participate in meetings.

Title I allocations provide additional funding for intervention teachers, resource teachers, ESOL resource teacher, and Math coach who serve as resources to classroom teachers in implementing strategies that support students in meeting grade level expectations in reading, math and writing. Students are also provided extended learning opportunities to attend before/after school instruction and summer school for additional remediation and enrichment. Title I funds are also utilized to purchase supplemental curriculum, materials, and instructional software. The Comprehensive Needs Assessment considers student academic needs as well as staff development data that address the priorities established for Title III, Migrant and Title I programs. The school collaborates efforts to

coordinate parental involvement activities across programs. School-based staff works closely with all programs, including Title I Part C, to eliminate duplication or fragmentation of services & enhance delivery of services. If applicable, the district's migrant parent specialist and the migrant Advocate provide support to migrant students and their families.

Title I, Part D ---N/A

Title II

In coordination with Title I and Title III, Title II provides professional development that addresses the needs of teachers so that they can meet the needs of their students. Professional development is continuous and data-driven. Action research ensures that the strategies are being implemented. Professional development is directly correlated to the SIP and trainings funded with Title II funds are related to the strategies in the School Improvement Plan.

Title III

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III. The school works in collaboration with the district's Title III program office to provide supplemental services, i.e. supplemental instructional software and resources to eligible students. To enhance communication between the school and the home documents such as letters, newsletters, brochures are translated into Spanish, unless not feasible. School-based staff works closely with all programs to eliminate duplication or fragmentation of services & enhance delivery of services.

The district ESOL program resource teacher provides support to teachers. Professional development is provided to teachers so that they acquire the skills and strategies that work best for English Language Learners. ELL students are provided additional support in learning academic vocabulary and curriculum with a highly qualified ESOL teacher utilizing English language acquisition and instructional software, including but not limited to Rosetta Stone and Earobics.

Title X- Homeless

Citrus Elementary School coordinates with the district's Title X McKinney Vento Homeless Program and Title I Part A Program to provide needed resources such as clothing, school supplies and social service referrals to students identified as homeless. School supplies and backpacks are provided to homeless students upon enrollment. Title I funded school-based social workers, school nurse and other school personnel also provide support by providing community and school information, including but not limited to referrals for parent that support the efforts of Title X. Brochures and posters in English and Spanish regarding services for the homeless are available in the front office.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Allison Bailey	Teacher
Sandy Crumpler	Teacher
Tammy Demps	Parent
Susanna DiDomizio	Education Support Employee
Joseph Edmond	Parent
Mr. Flores	Business/Community
Mrs. Flores	Business/Community
Brianna King	Parent
Kelly Klotzer	Teacher
Naomi Lopez	Parent
Kyonda Martin	Parent
Tammy Ortiz	Parent
Cathy Renninger	Education Support Employee
Ana Renuart	Education Support Employee
Jon Teske	Principal
Amanda Vaccaro - SAC	Teacher
Becky Warren	Parent
Sean Hollander	Parent
Breannan Hooks	Teacher
Melissa Caudill	Teacher
Virginia McCalla	Parent
Tequoia Weiss	Parent

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

Parents were provided with last year's plan at the first SAC meeting and explained what our initiatives were, implementation and monitoring of initiatives.

Development of this school improvement plan

SAC is apprised of the school improvement plan and has the ability to provide necessary input prior to final board submission and approval.

Preparation of the school's annual budget and plan

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

No remaining school improvement funds.

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
DiDomizio, Susanna	Assistant Principal
Koziel, Elaine	Instructional Coach
Teske, Jon	Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will continue its focus on the home school connection using several programs from school based initiatives to district wide mandates. First grade teachers will continue implementing the "Take Home Literacy Bags." These kits contain books and activities for the families to use that connect with the reading strategies and skills that are on the Common Core for first grade. In accordance with the district we will continue our Accelerated Reader Program. In addition, we are coordinating a Block to Block connection with families collecting and distributing books for home, providing homework support and one-on-one tutoring. Mentoring of at risk African American students, as identified by state/district assessments, by all staff. Increase time in school with an attendance initiative in developed in accordance with 8 Step plan.

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

Weekly grade level team meetings facilitated by the Literacy and Math Coaches to increase knowledge of LAFS and MAFS in a collaborative format using protocols for Professional dialogue. Unpacking standards to determine student key understandings and review FSA test item specs for depth of knowledge. Grade level specific collaborative planning to determine pacing and share instructional methodology and materials.

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

- *Principal and Assistant Principal pre-screen applicants based on position qualifications and match to resume qualifications
- *Teachers have multiple certifications.
- *Staff want to work in a departmentalized model equals our STARS model,
- *ESE inclusion model, mentor teacher programs
- *Proximity to personal residence.
- *School climate promotes positive professional and personal development.
- * Master coach pool.

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

Peer teachers have been assigned based on grade levels and/or content being taught;
Monthly meetings are coordinated to ensure new teachers receive school logistics,
Collaborative planning and professional development.
Monthly check ins from district support.

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

Core instruction programs and materials are aligned to Florida's standards through weekly grade level meetings with professional development in Florida State Standards and alignment with pacing guides. Close Reading Strategies are being modeled in all ELA classrooms grades 1-5. These lessons utilize integrated LAFS with mini-bats assessments for flexible grouping, re-teaching and fidelity of instruction. Instructional coach support via modeling and feedback.

Implementation of district pacing guide to align standards based instruction. These lessons utilize integrated MAFS mini-bats assessments for flexible grouping, re-teaching and fidelity of instruction. Instructional coach support via modeling and feedback.

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

Data is reviewed to determine deficiencies and strengths in content areas. Small groups are assigned for Tier 1,2 or 3 instruction and curriculum is modified to address the needs at each tier. Moby Max is implemented to align student performance with current grade/skill level. Additional practice supports moving students to mastery of content. Strategies are implemented to minimize deficiencies and to maximize strengths.

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: 1,360

A Reading Clinic will be established to provide intensive instruction in decoding skills utilizing Orton/Gillingham curriculum base. Students in grades 1 and 2 will be identified for participation through benchmark assessment data and DIBELs. Computer programming in Moby Max will be included, as well as comprehension strategies.

Strategy Rationale

Students who are unsuccessful in Tier 1 curriculum may need additional time in pre-reading skills in order to overcome deficits. For this reason small group, direct explicit instruction model is utilized in research based curriculum.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Koziel, Elaine, elaine.koziel@indianriverschools.org

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

Weekly, monthly and quarterly progress monitoring based on intervention assessments
Benchmark monitoring by reading and math coaches and leadership team

Strategy: Summer Program

Minutes added to school year: 78

Title 1 Program closing achievement gap, maintain learning gains, provide enriching, engaging activities to build positive connections; goal enrichment in concepts and vocabulary; print rich environment, hands on activities.

Strategy Rationale

To prevent summer slide and provide exposure to upcoming science curriculum area of content.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Teske, Jon, jon.teske@indianriverschools.org

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

End of unit assessments
FCAT Science/Math data for following year

Strategy: Extended School Day

Minutes added to school year: 18

5 week intensive program that will provide students with additional support in preparing for high stakes testing in math. Small groups of no more than 10 students will concentrate on different FCAT tested strands each week. Students will be engaged in hands-on lessons which cover tested strands, embedding a focus on FCAT math vocabulary and reading in the content area, building comprehension strategies.

Strategy Rationale

Students who are unsuccessful in Tier 1 curriculum may need additional time in math concepts and reading strategies in order to overcome deficits. For this reason small group, direct explicit instruction model is utilized in research based curriculum

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

McCorrison, Robert, bob.mccorrison@indianriverschools.org

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

Weekly strand based assessments.
Math Benchmarks
FCAT Data

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Strategy: Extended School Day

Minutes added to school year: 15

Students will complete 10 sessions (15 hrs) for "at risk" students, based on benchmark data. Students will be ability grouped based on Science Benchmark tests 1 and 2. Small groups of students will be maintained for effective instruction that is focused on strands closed based on data from science benchmark tests. This includes reading in Science (targeting vocabulary, QAR strategies and comprehension)

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Weekly assessments based on benchmark deficiencies. Review of benchmark data. Review of FCAT data.

Strategy: Extended School Day

Minutes added to school year: 18

FCAT Writing Camp - 6 week, 2 times a week, 1.5 hours each day, intensive program providing students additional preparation for the high stakes testing for 4th grade writing. Small groups of no more than 8 students will concentrate on a different trait of writing each week with one teacher. Students will be engaged in WriteScore lessons focusing on elaboration, details, strong vocabulary, conventions, organizations, and leads.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Written responses are graded according to FCAT writing rubric and instruction is adjusted according to weaknesses and strenghts.

Strategy: Extended School Day

Minutes added to school year: 1,360

Reading/Writing Connection Workshop and Math Tutoring will be established for students in grades 3-5 who achieved Level 1 and/or Level 2 on FCAT Math and Reading.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Weekly, monthly and quarterly progress monitoring based on intervention assessments
Benchmark monitoring by reading and math coaches and leadership team

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

Currently at Citrus Elementary, we invite our Head Start children and parents to an annual Orientation prior to the opening day of school. Parents and children visit the Kindergarten classrooms and take a tour. We have two head start classrooms housed on-campus. These programs feed directly into the district, pre- kindergarten students are included in on-campus activities that support the community and help build our relationship with the Headstart Program.

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

N/A

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

N/A

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

NA

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

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.** If Tier 1 instruction is improved then Citrus will meet the AMO target for reading of 73% of students scoring 3 or higher or achieve safe harbor of 55%.
- G2.** If Tier 1 is improved in math instructional strategies then Citrus will meet AMO target for math of 67% of students scoring 3 or higher or achieve safe harbor of 52%

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. If Tier 1 instruction is improved then Citrus will meet the AMO target for reading of 73% of students scoring 3 or higher or achieve safe harbor of 55%. 1a

G047279

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0

Resources Available to Support the Goal 2

- Title Funding
- Literacy Coach/ 2- Title Resource Teachers
- Foundations
- Word sorts
- Wonders Curriculum
- Moby Max - Language, Vocabulary, Grammar, Comprehension (Tier 1 & 2 - at grade level practice, enrichment, intervention)
- Collins Writing
- Smartboard Interactive Lessons
- CPalms/iCPalms
- Authentic Text (chapter books)
- Notice and Note
- Professional Dialogue in regards to Standards/Unpacking

Targeted Barriers to Achieving the Goal 3

- Students inability to interact with the text

Plan to Monitor Progress Toward G1. 8

FAIR, Benchmarks, FSA, weekly tests and 4 Square assessments.

Person Responsible

Susanna DiDomizio

Schedule

Quarterly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Mastery of literacy as demonstrated with a score of 70% or better on benchmarks and FSA scoring 3 or above and SAT 10 at 50% proficiency or better.

G2. If Tier 1 is improved in math instructional strategies then Citrus will meet AMO target for math of 67% of students scoring 3 or higher or achieve safe harbor of 52% **1a**

G046938

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	67.0

Resources Available to Support the Goal **2**

- Go Math curriculum
- 4 Square Journal with High order thinking questions
- Moby Max, Fast Math
- Citrus Home Page - Technology - Virtual Math Lab
- Math Centers
- Before/After School Tutoring/Math Camp
- Big Brothers/Big Sisters
- Coaches - Title 1 Resource
- Title 1 Funding
- Smartboards/Interactive Lessons
- CPalms
- PLC's/ Collaboration with colleagues
- Test Item Specs
- MAFS
- Collins Writing

Targeted Barriers to Achieving the Goal **3**

- Curriculum does not support higher order thinking and requires auxiliary curriculum
- Fidelity with supplemental materials: Fast Math, 4 Square Journals, Moby Max

Plan to Monitor Progress Toward G2. **8**

We will collect and gather 4 square assessments discussed at grade level meetings; benchmark assessments with semiannual data chats.

Person Responsible

Jon Teske

Schedule

Monthly, from 10/3/2014 to 5/22/2015

Evidence of Completion

Collection of 4 Square assessments with a score of 60%(questions are based on higher cognitive complexity) or higher, benchmark assessments demonstrating 70% or better for mastery, with 80% or more of students scoring at these levels. Fast Math reports demonstrate successful completion of math facts up to 9. Moby Max demonstrates proficiency at grade level.

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. If Tier 1 instruction is improved then Citrus will meet the AMO target for reading of 73% of students scoring 3 or higher or achieve safe harbor of 55%. **1**

 G047279

G1.B7 Students inability to interact with the text **2**

 B117771

G1.B7.S1 Close Read 4 Squares that address a standard through a Focus skill including vocabulary, context clues, fluency and a quick write for citing evidence. **4**

 S129541

Strategy Rationale

Students will be able to apply strategies for close reading text in order to improve reading comprehension and develop critical thinking skills through citing of evidence.

Action Step 1 **5**

Literacy coaches and title 1 resources will provide modeling and coaching to instruct ELA staff on incorporating Close Read into the curriculum.

Person Responsible

Susanna DiDomizio

Schedule

Daily, from 9/12/2014 to 5/29/2015

Evidence of Completion

4 Square Assessments including 2 ELA focus skills; vocabulary and Collins writing for citing evidence.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Walkthroughs and completions of 4 square Assessments

Person Responsible

Jon Teske

Schedule

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

Evidence of Completion

4 Square mini-bats assessments turned in weekly for data collection to determine success or need for reteach in focus skills.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

4 square assessments to determine patterns of need for reteach or success.

Person Responsible

Elaine Koziel

Schedule

Weekly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Tracking student scores data sheet for mastery.

G2. If Tier 1 is improved in math instructional strategies then Citrus will meet AMO target for math of 67% of students scoring 3 or higher or achieve safe harbor of 52% **1**

G046938

G2.B1 Curriculum does not support higher order thinking and requires auxiliary curriculum **2**

B116753

G2.B1.S1 Incorporate Collins writing at all grade levels to create consistency **4**

S128405

Strategy Rationale

Increases rigor and used to develop higher order thinking through citing of evidence, appropriate sequencing and proof of strategies.

Action Step 1 **5**

Coordinated professional development for Collins Writing in Aug, 2014. and implement school wide.

Person Responsible

Elaine Koziel

Schedule

Quarterly, from 8/12/2014 to 5/1/2015

Evidence of Completion

Quarterly professional development on Collins Writing Monthly staff reviews at grade levels Type 1 and Type 2 Writings Journal reflection writings Students able to defend/support their thinking or answers Quarterly Benchmarks to assess writing abilities

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

Walkthroughs to determine application of type 1 & Type 2 Writing; Mini-bats Assessments; Journals Reviewed

Person Responsible

Jon Teske

Schedule

Biweekly, from 9/23/2014 to 5/22/2015

Evidence of Completion

Journal, mini-bats, examples of writing Type 1&2 for reflection; Type 3 &4 for completed products for publishing

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

Quarterly collaborative meetings with grade levels, coaches monitor pacing and application of writing

Person Responsible

Susanna DiDomizio

Schedule

Quarterly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Journals, reflective writing, writing to process new information, sequential writing, mini bat assessments, benchmarks demonstrating mastery of content and FSA data.

G2.B2 Fidelity with supplemental materials: Fast Math, 4 Square Journals, Moby Max 2

 B116754

G2.B2.S1 Monitoring of 4 Square Assessments (Standards driven daily practice and mini-bat assessments) and Fast Math by Math Coach and Title 1 Resource. 4

 S128410

Strategy Rationale

To ensure fidelity of supplemental materials to differentiate student instruction as a form of high yield practice strategies.

Action Step 1 5

Regular monitoring of supplemental materials for fidelity of use.

Person Responsible

Jon Teske

Schedule

Monthly, from 9/2/2014 to 5/22/2015

Evidence of Completion

Assessments from 4-Square Journals and Fast math fact fidelity.

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

Informals are conducted by administration and reports are submitted by math coach and Title 1 Resource.

Person Responsible

Jon Teske

Schedule

Monthly, from 9/2/2014 to 5/22/2015

Evidence of Completion

Fast math report, Moby max report, 4 Square journal assessment data

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

We will monitor effectiveness by monitoring local and state assessments.

Person Responsible

Jon Teske

Schedule

Semiannually, from 10/3/2014 to 6/12/2015

Evidence of Completion

Benchmark scores; FSA scores, SAT 10

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	Coordinated professional development for Collins Writing in Aug, 2014. and implement school wide.	Koziel, Elaine	8/12/2014	Quarterly professional development on Collins Writing Monthly staff reviews at grade levels Type 1 and Type 2 Writings Journal reflection writings Students able to defend/support their thinking or answers Quarterly Benchmarks to assess writing abilities	5/1/2015 quarterly
G2.B2.S1.A1	Regular monitoring of supplemental materials for fidelity of use.	Teske, Jon	9/2/2014	Assessments from 4-Square Journals and Fast math fact fidelity.	5/22/2015 monthly
G1.B7.S1.A1	Literacy coaches and title 1 resources will provide modeling and coaching to instruct ELA staff on incorporating Close Read into the curriculum.	DiDomizio, Susanna	9/12/2014	4 Square Assessments including 2 ELA focus skills; vocabulary and Collins writing for citing evidence.	5/29/2015 daily
G1.MA1	FAIR, Benchmarks, FSA, weekly tests and 4 Square assessments.	DiDomizio, Susanna	9/26/2014	Mastery of literacy as demonstrated with a score of 70% or better on benchmarks and FSA scoring 3 or	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				above and SAT 10 at 50% proficiency or better.	
G1.B7.S1.MA1	4 square assessments to determine patterns of need for reteach or success.	Koziel, Elaine	9/12/2014	Tracking student scores data sheet for mastery.	5/29/2015 weekly
G1.B7.S1.MA1	Walkthroughs and completions of 4 square Assessments	Teske, Jon	9/5/2014	4 Square mini-bats assessments turned in weekly for data collection to determine success or need for reteach in focus skills.	5/29/2015 weekly
G2.MA1	We will collect and gather 4 square assessments discussed at grade level meetings; benchmark assessments with semiannual data chats.	Teske, Jon	10/3/2014	Collection of 4 Square assessments with a score of 60%(questions are based on higher cognitive complexity) or higher, benchmark assessments demonstrating 70% or better for mastery, with 80% or more of students scoring at these levels. Fast Math reports demonstrate successful completion of math facts up to 9. Moby Max demonstrates proficiency at grade level.	5/22/2015 monthly
G2.B1.S1.MA1	Quarterly collaborative meetings with grade levels, coaches monitor pacing and application of writing	DiDomizio, Susanna	9/5/2014	Journals, reflective writing, writing to process new information, sequential writing, mini bat assessments, benchmarks demonstrating mastery of content and FSA data.	5/29/2015 quarterly
G2.B1.S1.MA1	Walkthroughs to determine application of type 1 & Type 2 Writing; Mini-bats Assessments; Journals Reviewed	Teske, Jon	9/23/2014	Journal, mini-bats, examples of writing Type 1&2 for reflection; Type 3 &4 for completed products for publishing	5/22/2015 biweekly
G2.B2.S1.MA1	We will monitor effectiveness by monitoring local and state assessments.	Teske, Jon	10/3/2014	Benchmark scores; FSA scores, SAT 10	6/12/2015 semiannually
G2.B2.S1.MA1	Informals are conducted by administration and reports are submitted by math coach and Title 1 Resource.	Teske, Jon	9/2/2014	Fast math report, Moby max report, 4 Square journal assessment data	5/22/2015 monthly

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. If Tier 1 instruction is improved then Citrus will meet the AMO target for reading of 73% of students scoring 3 or higher or achieve safe harbor of 55%.

G1.B7 Students inability to interact with the text

G1.B7.S1 Close Read 4 Squares that address a standard through a Focus skill including vocabulary, context clues, fluency and a quick write for citing evidence.

PD Opportunity 1

Literacy coaches and title 1 resources will provide modeling and coaching to instruct ELA staff on incorporating Close Read into the curriculum.

Facilitator

Elaine Koziel, Joann Rondeau, Mimi Burlingam

Participants

All ELA instructional staff

Schedule

Daily, from 9/12/2014 to 5/29/2015

G2. If Tier 1 is improved in math instructional strategies then Citrus will meet AMO target for math of 67% of students scoring 3 or higher or achieve safe harbor of 52%

G2.B1 Curriculum does not support higher order thinking and requires auxiliary curriculum

G2.B1.S1 Incorporate Collins writing at all grade levels to create consistency

PD Opportunity 1

Coordinated professional development for Collins Writing in Aug, 2014. and implement school wide.

Facilitator

Elaine Koziel

Participants

All Instructional Staff

Schedule

Quarterly, from 8/12/2014 to 5/1/2015

Budget Rollup

Summary	
Description	Total
Goal 2: If Tier 1 is improved in math instructional strategies then Citrus will meet AMO target for math of 67% of students scoring 3 or higher or achieve safe harbor of 52%	2,300
Grand Total	2,300

Goal 2: If Tier 1 is improved in math instructional strategies then Citrus will meet AMO target for math of 67% of students scoring 3 or higher or achieve safe harbor of 52%		
Description	Source	Total
B1.S1.A1 - Professional Development for instructional staff	Title I Part A	2,300
Total Goal 2		2,300