

Citrus Grove Elementary



2014-15 School Improvement Plan

Citrus Grove Elementary

729 HAZEN RD, Deland, FL 32720

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

68%

Alternative/ESE Center

No

Charter School

No

Minority

44%

School Grades History

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

School Board Approval

This plan is pending approval by the Volusia 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	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	29
Technical Assistance Items	31
Appendix 3: Budget to Support Goals	32

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

Provide the school's vision statement

Eagles do their best and nothing less!

School Environment

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

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, weekly summer media programs, after school clubs, tutoring, etc. Each teacher has a designated time each morning where they 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.

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

The school creates an environment where students feel safe throughout the school day. There are school procedures that are put into place through the Positive Behavior Support team. On the first day of school all students and staff view a behavior power-point where procedures and expectations are shared from the first step on to school until they leave in the afternoon. Procedures for walking in lines, behavior on the campus and expectations in the cafeteria are all discussed. School staff members provide effective monitoring of the campus throughout the school day. Through this visibility, the students have access to adults to express any concerns. All kindergarten, 1st and 2nd grade students are seen by the guidance counselor during the special area rotation where she discusses various topics that promotes positive behavior and builds a positive school environment. There is a comment box available in the media center where students can report any issues in a non-threatening manner.

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

The processes and procedures of the school-based Behavior Leadership Team / Positive Behavior Support Team are based up on school behavior data and are implicitly taught and reinforced throughout the year. The member ship of the Positive Behavior Support Team is inclusive of all areas (core instruction, school-way café, special areas, administration) and is supported by Student Services personnel who help to design targeted supports when need is indicated by school data. Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential

announcements and student misconduct being handled immediately and with minimal interruption to instruction.

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 school offers the following non-violence and anti-drug programs:

- Student mentoring program
- Peer mediation program
- Crisis Training program
- Suicide prevention program
- Bullying program

All students are screened for behavioral and social-emotional issues through the electronic report card. Through the screening, the school is able to disaggregate data to determine if individual students, classrooms, teachers, grade levels or the school would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student services personnel (i.e., school psychologists, school counselor, and school social workers), provide direct and indirect evidence-based supports to students identified through the screening measure.

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/186080>.

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

The school builds and sustains partnerships with the local community by holding such events as: summer media days, annual nightly media programs, Citrus Grove 5k, PTA walk-a-thon, Stetson University Professional Development School partnerships, workshops, etc.

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
Williams, Jennifer	Principal
Korkus, Carrie Ann	Assistant Principal
Rybinski, Desiree	Instructional Coach
Derstine, Amy	Teacher, K-12
Lalashuis, Stephanie	Teacher, K-12
Gerlach, Jacqueline	Teacher, K-12
Hutchinson, Patricia	Teacher, K-12
Edwards, Emily	Teacher, K-12
Reulbach, Monica	Teacher, K-12
Isaacson, Melissa	Teacher, ESE
Kestory, Melanie	Instructional Coach
Sieg, Sarah	Teacher, K-12

Duties

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

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Positive Behavior Support team, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used through PLC's and targets grade level and individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

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 improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources. Under Title I Part A

Citrus Grove works with district agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these

partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation. Programs supported by Title I at Citrus Grove Elementary include:

- Academic Coach for the purpose of comprehensive staff development
- Supplemental Tutoring before or after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better reader

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Translation Services for parent/teacher conferences
- Parental support through parent/student activity nights and workshops on school success
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- D.A.R.E.
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program
- Value of the Month Program

Nutrition Programs

Citrus Grove offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Girls on the Run
- Health classes
- Running Club
- Walk a Thon
- Presidential Fitness Program
- Annual Health/Fitness Event - 5K

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children’s learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Citrus Grove offers students’ career awareness opportunities through Jr. Achievement programs, guest speakers from business and industry and through special school and district events.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Meredith Bauer	Teacher
Jennifer Williams	Principal
James Rybinski	Parent
Patricia Hutchinson	Teacher
Carol Corcoran	Business/Community
Raini Shankar-Brown	Business/Community
Aimee Huddleston	Parent
Rebecca McGuigan	Parent
Charles Williams	Parent
Erin Vermilion	Parent
Angela Spriggs	Parent
Jennifer Corbett	Parent
Charles Longley	Parent
Carolyn Akey	Parent
Jennifer Wilder	Parent
Teresa Wiebe	Parent
Nachelly Pena	Education Support Employee
Bess Sharkey	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

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. Our school leadership team then shared results with the faculty, as well as the School Advisory Council, to receive input.

Development of this school improvement plan

The SAC reviewed the data from the 2013 - 2014 FCAT 2.0 and the school improvement plan from that year. Then, the committee suggested new strategies that would impact the the data. Additionally, the SAC reviewed and gave input on the 2014 - 2015 school improvement plan.

Preparation of the school's annual budget and plan

The school's annual SAC budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending and progress indicators are shared at monthly SAC meetings.

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

School improvement funds are allocated based on requests submitted by faculty and staff for projects related to support of school improvement goals. Each request is evaluated by the SAC and voted up for approval.

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
Close, Katie	Teacher, K-12
Hutchinson, Patricia	Teacher, K-12
Reulbach, Monica	Teacher, K-12
Derstine, Amy	Teacher, K-12
Lalashuis, Stephanie	Teacher, K-12
Zavacky, Kady	Teacher, K-12
Edwards, Emily	Teacher, K-12
Duchesneau, Nicole	Teacher, K-12
Rybinski, Desiree	Instructional Coach
Williams, Jennifer	Principal
Garcia-Torres, Sandra	Teacher, K-12
Sieg, Sarah	Teacher, K-12
Bauer, Meredith	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT at Citrus Grove will work to support teachers in delivering the core reading curriculum implementing interventions, and enrichment to identified students using differentiated instruction. The team will collaborate in a book study (Read, Write, Lead) and share with school community for best practices in literacy.

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

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

1. Volusia County Schools Peer Assistance Review includes individual professional development, mentors, peer classroom visits, and support from grade level lead teachers - Par Mentors
2. Principal attends recruiting job fairs and works through requests to the county's recruitment office.
3. Celebrate/Recognize Teachers - Faculty and staff
4. Professional Learning Communities weekly meetings with grade level, school based coaching staff, and district staff - Principal, School Based Coaching Staff, Grade Level, Lead Teacher
5. All teachers are provided with staff development opportunities that support current implementation of programs such as MacMillan, SIPPS, Lakeshore Manipulatives, AIMS materials and student assessments such as FAIR, DIBELS, and county mandated progress monitoring and diagnostic tests - Principal, School Based Coaching Staff, District Support Staff

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

Samantha Teal/1st/Laurie LaMondie
Alyssa Welsh/2nd/Laurie LaMondie

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

All Volusia County elementary programs meet or exceed state requirements. At the elementary level, the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement. School leaders and teachers are given professional development on the implementation of the curriculum maps, resources and assessments. Professional Learning Communities (PLC's) and coaching help ensure that instruction is aligned to the Florida Standards.

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

Common planning allows teachers to participate in weekly PLC's to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during reading and math intervention blocks. Teachers, alongside academic coaches, align student needs to intervention programs. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Early Warning System team or Problem Solving Team.

Administrative walkthroughs provide the leadership team with data to identify areas in which additional follow up coaching is needed. The leadership team (including coaches) meets weekly to discuss the trends being seen in the classroom. This process also provides opportunities to identify exemplary teachers for the purpose of allowing class visits. Instructional coaches work with teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maximum support, including the use of specific feedback.

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: Summer Program

Minutes added to school year: 5,280

Identified students will attend district sponsored summer programs (CSI, ESOL 3rd Grade Reading Camp) to enrich and extend learning in the core academic areas of reading, math and science.

Strategy Rationale

Summer programs help maintain academic momentum for students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Rybinski, Desiree, dlrybins@volusia.k12.fl.us

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

Summer school teaching staff

District program specialists monitor the data of all summer programs.

Strategy: Extended School Day

Minutes added to school year: 1,080

Tutoring (ELL, Stars, District Funded SAI, School based)

Identified students will be targeted for additional reading, math, science and writing instruction after school.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Williams, Jennifer, jpwillia@volusia.k12.fl.us

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

Tutors will collect programmatic data and determine the success of individual students, as well as the effectiveness of the strategy as a whole.

Strategy: Summer Program

Minutes added to school year: 2,160

Media Specialist will provide summer media days for families to participate in book checkout, book club activities, and story time.

Strategy Rationale

Summer programs help maintain academic momentum for all students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Young, Angela, akyoung@volusia.k12.fl.us

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

Media Specialist will monitor Reading Counts points from the summer and track attendance for each event.

Strategy: Extended School Day

Minutes added to school year: 1,080

ELL students receive before and after school homework assistance in order to provide students with directed academic support that reinforces classroom instruction.

Strategy Rationale

ELL students need additional reinforcement and support in both English and their native language.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Garcia-Torres, Sandra, sgarcia@volusia.k12.fl.us

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

ELL teachers will collect data from formative and summative mathematics and English/Language Arts assessments administered by classroom teachers.

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

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

n/a

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

n/a

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.** All teachers will implement effective, differentiated instruction that is aligned to Florida Standards.

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. All teachers will implement effective, differentiated instruction that is aligned to Florida Standards. 1a

G040828

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	70.0
Math Lowest 25% Gains	65.0
FSA - English Language Arts - Proficiency Rate	58.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	50.0
FCAT 2.0 Science Proficiency	82.0

Resources Available to Support the Goal 2

- administration
- ELL teachers
- ESE teachers
- District ELL staff
- SIPPS materials
- District designed professional development (Early Release Days, Professional Development Day)
- Acaletics materials, Lakeshore manipulatives, AIMS materials
- Weekly PLC meetings for all grade levels embedded into contracted hours
- Waterford
- ERI

Targeted Barriers to Achieving the Goal 3

- Teachers lack the time, resources and knowledge to effectively provide differentiated instruction for all students.
- Current student data indicates that many students lack the foundational skills necessary to be successful in meeting the rigor of Florida Standards.

Plan to Monitor Progress Toward G1. 8

State Mandated Tests (SMT), and Acaletics Pre-assessment.
Review Volusia Literacy Test, Volusia Math Test, and Volusia Science Test data immediately following administration
Review classroom observation data from coaches and administration

Person Responsible

Desiree Rybinski

Schedule

Quarterly, from 9/15/2014 to 6/1/2015

Evidence of Completion

Data Views available in eduphoria! Aware Summary of classroom observation 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. All teachers will implement effective, differentiated instruction that is aligned to Florida Standards. **1**

 G040828

G1.B1 Teachers lack the time, resources and knowledge to effectively provide differentiated instruction for all students. **2**

 B098913

G1.B1.S1 Design and deliver professional development in effective, differentiated instruction that is aligned to the Florida Standards. **4**

 S110251

Strategy Rationale

Due to the new standards, teachers need additional time, resources and knowledge to effectively provide differentiated instruction to all students.

Action Step 1 **5**

Deliver professional development to staff during summer, pre-planning, early release professional development days, weekly PLC meetings, and faculty meetings; with follow up coaching and implementation support.

Person Responsible

Desiree Rybinski

Schedule

Weekly, from 8/12/2014 to 6/1/2015

Evidence of Completion

Agendas, PLC minutes, sign in sheets, teacher reflections, classroom observations, follow up coaching

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

Professional development facilitator will monitor attendance and exit slips, and create a plan for follow up coaching.

Person Responsible

Desiree Rybinski

Schedule

Weekly, from 8/12/2014 to 6/1/2015

Evidence of Completion

Sign in sheets, PLC agendas and minutes, exit slips, coaching follow up schedule

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

Monitor implementation of instructional strategies taught during professional development

Person Responsible

Desiree Rybinski


Schedule

Weekly, from 8/18/2014 to 6/1/2015


Evidence of Completion

Classroom observation data, summative assessments in all subject areas, district assessments

G1.B2 Current student data indicates that many students lack the foundational skills necessary to be successful in meeting the rigor of Florida Standards. **2**

 B098914

G1.B2.S1 Design master schedule to include additional, effective math instruction time to meet the various needs of all students. **4**

 S110252

Strategy Rationale

Students need additional opportunities to receive targeted differentiated instruction in math.

Action Step 1 **5**

Design master schedule to include additional, effective math instruction time to meet the various needs of all students.

Person Responsible

Desiree Rybinski

Schedule

On 8/12/2014

Evidence of Completion

Master Schedule

Action Step 2 **5**

Implement Acaletics during additional math instruction time (math club).

Person Responsible

Melanie Kestory

Schedule

Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion

Master schedule, classroom observations

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Design master schedule to include additional, effective math instruction time to meet the various needs of all students.

Person Responsible

Desiree Rybinski

Schedule

On 8/18/2014

Evidence of Completion

Classroom observations, master schedule

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Implementation of additional, effective math instruction time to meet the various needs of all students.

Person Responsible

Melanie Kestory

Schedule

Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion

Classroom observations, PLC minutes, formative and summative assessments

G1.B2.S2 Design master schedule to include a designated block of time to differentiate ELA. 4

S110253

Strategy Rationale

Students need additional opportunities to receive targeted differentiated instruction in the ELA standards .

Action Step 1 5

Design master schedule to include a designated block of time to differentiate ELA instruction.

Person Responsible

Desiree Rybinski

Schedule

On 8/12/2014

Evidence of Completion

Master schedule

Action Step 2 5

Implement Systematic Instruction in Phonological Awareness, Phonics and Sight words (SIPPS) in grades K-2.

Person Responsible

Desiree Rybinski

Schedule

Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion

Classroom observations

Action Step 3 5

Implement effective targeted reading and writing instruction for grades 3-5.

Person Responsible

Desiree Rybinski

Schedule

Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion

Classroom observations

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Implementation of Systematic Instruction in Phonological Awareness, Phonics and Sight words (SIPPS) in grades K-2 and effective reading and writing instruction for grades 3-5.

Person Responsible

Desiree Rybinski

Schedule

Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion

Classroom observations, PLC minutes, Professional Development logs

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Implementation of Systematic Instruction in Phonological Awareness, Phonics and Sight words (SIPPS) in grades K-2

Person Responsible

Desiree Rybinski

Schedule

Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion

Classroom Observations, review of SIPPS mastery data and lessons gained by instructional group, formative and summative assessments

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Implementation of targeted effective reading and writing instruction for grades 3-5.

Person Responsible

Desiree Rybinski

Schedule

Evidence of Completion

formative and summative assessments

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
G1.B1.S1.A1	Deliver professional development to staff during summer, pre-planning, early release professional development days, weekly PLC meetings, and faculty meetings; with follow up coaching and implementation support.	Rybinski, Desiree	8/12/2014	Agendas, PLC minutes, sign in sheets, teacher reflections, classroom observations, follow up coaching	6/1/2015 weekly
G1.B2.S1.A1	Design master schedule to include additional, effective math instruction time to meet the various needs of all students.	Rybinski, Desiree	8/4/2014	Master Schedule	8/12/2014 one-time
G1.B2.S2.A1	Design master schedule to include a designated block of time to differentiate ELA instruction.	Rybinski, Desiree	8/4/2014	Master schedule	8/12/2014 one-time
G1.B2.S1.A2	Implement Acaletics during additional math instruction time (math club).	Kestory, Melanie	8/18/2014	Master schedule, classroom observations	6/1/2015 daily
G1.B2.S2.A2	Implement Systematic Instruction in Phonological Awareness, Phonics and Sight words (SIPPS) in grades K-2.	Rybinski, Desiree	8/18/2014	Classroom observations	6/1/2015 daily
G1.B2.S2.A3	Implement effective targeted reading and writing instruction for grades 3-5.	Rybinski, Desiree	8/18/2014	Classroom observations	6/1/2015 daily
G1.MA1	State Mandated Tests (SMT), and Acaletics Pre-assessment. Review Volusia Literacy Test, Volusia Math Test, and Volusia Science Test data immediately following administration Review classroom observation data from coaches and administration	Rybinski, Desiree	9/15/2014	Data Views available in eduphoria! Aware Summary of classroom observation data	6/1/2015 quarterly
G1.B1.S1.MA1	Monitor implementation of instructional strategies taught during professional development	Rybinski, Desiree	8/18/2014	Classroom observation data, summative assessments in all subject areas, district assessments	6/1/2015 weekly
G1.B1.S1.MA1	Professional development facilitator will monitor attendance and exit slips, and create a plan for follow up coaching.	Rybinski, Desiree	8/12/2014	Sign in sheets, PLC agendas and minutes, exit slips, coaching follow up schedule	6/1/2015 weekly
G1.B2.S1.MA1	Implementation of additional, effective math instruction time to meet the various needs of all students.	Kestory, Melanie	8/18/2014	Classroom observations, PLC minutes, formative and summative assessments	6/1/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Design master schedule to include additional, effective math instruction time to meet the various needs of all students.	Rybinski, Desiree	8/4/2014	Classroom observations, master schedule	8/18/2014 one-time
G1.B2.S2.MA1	Implementation of Systematic Instruction in Phonological Awareness, Phonics and Sight words (SIPPS) in grades K-2	Rybinski, Desiree	8/18/2014	Classroom Observations, review of SIPPS mastery data and lessons gained by instructional group, formative and summative assessments	6/1/2015 daily
G1.B2.S2.MA3	Implementation of targeted effective reading and writing instruction for grades 3-5.	Rybinski, Desiree	formative and summative assessments	one-time	
G1.B2.S2.MA1	Implementation of Systematic Instruction in Phonological Awareness, Phonics and Sight words (SIPPS) in grades K-2 and effective reading and writing instruction for grades 3-5.	Rybinski, Desiree	8/18/2014	Classroom observations, PLC minutes, Professional Development logs	6/1/2015 daily

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. All teachers will implement effective, differentiated instruction that is aligned to Florida Standards.

G1.B1 Teachers lack the time, resources and knowledge to effectively provide differentiated instruction for all students.

G1.B1.S1 Design and deliver professional development in effective, differentiated instruction that is aligned to the Florida Standards.

PD Opportunity 1

Deliver professional development to staff during summer, pre-planning, early release professional development days, weekly PLC meetings, and faculty meetings; with follow up coaching and implementation support.

Facilitator

Instructional coaches, Administration, District Staff

Participants

Citrus Grove teachers

Schedule

Weekly, from 8/12/2014 to 6/1/2015

G1.B2 Current student data indicates that many students lack the foundational skills necessary to be successful in meeting the rigor of Florida Standards.

G1.B2.S1 Design master schedule to include additional, effective math instruction time to meet the various needs of all students.

PD Opportunity 1

Implement Acaletics during additional math instruction time (math club).

Facilitator

Acaletics representative, instructional coaches

Participants

Classroom teachers

Schedule

Daily, from 8/18/2014 to 6/1/2015

G1.B2.S2 Design master schedule to include a designated block of time to differentiate ELA.

PD Opportunity 1

Implement Systematic Instruction in Phonological Awareness, Phonics and Sight words (SIPPS) in grades K-2.

Facilitator

District staff, instructional coaches

Participants

K-2 Classroom Teachers

Schedule

Daily, from 8/18/2014 to 6/1/2015

PD Opportunity 2

Implement effective targeted reading and writing instruction for grades 3-5.

Facilitator

Instructional Coaches and Teacher Train the Trainers

Participants

Teachers

Schedule

Daily, from 8/18/2014 to 6/1/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: All teachers will implement effective, differentiated instruction that is aligned to Florida Standards.	204,398
Grand Total	204,398

Goal 1: All teachers will implement effective, differentiated instruction that is aligned to Florida Standards.

Description	Source	Total
B1.S1.A1 - Write From the Beginning and Beyond: Argumentative Writing/Train the Trainer	Title I Part A	6,306
B1.S1.A1 - Math Coach Salary	Title I Part A	66,048
B1.S1.A1 - Reading Coach Salary	Title I Part A	63,195
B1.S1.A1 - Technology	Title I Part A	11,360
B1.S1.A1 - Take Home books for identified students	Title I Part A	1,058
B2.S1.A2 - Acaletics Student materials		24,845
B2.S2.A2 - Substitutes for SIPPS training		700
B2.S2.A3 - Write From the Beginning and Beyond Train the Trainer professional development	Title I Part A	6,306
B2.S2.A3 - Write Score materials	Title I Part A	5,801
B2.S2.A3 - Tutoring	Title I Part A	18,779
Total Goal 1		204,398