



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Citrus Cove Elementary School

8400 LAWRENCE RD

Boynton Beach, FL 33436

561-292-7000

www.edline.net/pages/citrus_cove_elementary_school

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 58%
Alternative/ESE Center No	Charter School No	Minority Rate 60%

School Grades History

2013-14 B	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	16
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
Part III: Coordination and Integration	31
Appendix 1: Professional Development Plan to Support Goals	33
Appendix 2: Budget to Support Goals	35

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Citrus Cove Elementary School

Principal

Laura Green

School Advisory Council chair

Colette Ceparano

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

Name	Title
Bernadette Standish	Assistant Principal
Deborah Guerich	Kindergarten Chair
Karen Davis	First Grade Chair
Jeannine Kroll	Second Grade Chair
Heather Johnson Cointepoix	Third Grade Chair
Adina Kerr	Third Grade Chair
Marni Dockswell	Fourth Grade Chair
Jennifer Sallas	Fifth Grade Chair
Meghan Cilley	Fine Arts Chair
Sandra Correia	ESE Chair
David Robbins	Technology Teacher

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

- Colette Ceparano, Teacher, SAC Chairperson
- Debra Wagerer, Parent/Business Partner, Vice Chairperson
- Jenilsa Castillo, Parent, Secretary
- Adina Kerr, Parent/Teacher/District employee

Alessiana Diniz, Parent
Damaris Martinez, Parent
Jessica Gally, Parent/District employee
JeTawn Shannon, Parent/District employee
Jodi Greenblatt, Parent
MariaLuisa V Mason, Parent
Marni Dockswell, Parent/Teacher/District employee
Rich Miller, Parent
Suzette Cidoine, Parent
Shara Henderly, Parent
Summer Bochicchio, Parent/District employee
Usha Joarder, District employee/Teacher
Victoria Green, Parent
Denise Farley, Education Support Employee
Laura Green, Principal/District employee

Involvement of the SAC in the development of the SIP

SAC will be establishing the priorities to decide the direction of academic focus using the knowledge of the school. SAC will assist with the SIP by identifying areas of weakness and determining ways in which we can better fit the needs of students through multiple resources. This will be concluded by analyzing data and monitoring student performance. Together we will create strategies to assist in the improvement of the school, as well as, how to measure the results. This will include discussing and voting on use of the budget for multiple resources, including but not limited to: trainings, student support services, technology, tutoring and instructional materials. SAC will also discuss student safety, health, staffing, and discipline strategies.

Activities of the SAC for the upcoming school year

Our SAC will meet 8 times throughout the school year, we currently meet on the 3rd Wednesday of each month. Monthly meetings to review school polices, data and analyze as well as support academic initiatives.

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

Writing - \$1,500.00
Math - \$1,500.00
Reading - \$1,500.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Laura Green

Principal

Years as Administrator: 10

Years at Current School: 2

Credentials

Florida Atlantic University, BA Elementary Education
 Lynn University, MS Educational Leadership
 Certifications:
 Educational Leadership, Primary Education PreK-3, & ESOL
 Endorsement:
 School Principal

Performance Record

12-13 A - Citrus Cove Elementary
 11-12 A - Citrus Cove Elementary
 10-11 B - Indian Pines Elementary
 09-10 B - Indian Pines Elementary
 08-09 A - Indian Pines Elementary

Bernadette Standish

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

Indiana University, BS Elementary Education
 Florida Atlantic University, MS Educational Leadership
 Gifted Endorsement
 Certifications:
 Exceptional Student Education, Elementary Education, ESOL &
 Educational Leadership

Performance Record

12-13 A Citrus Cove Elementary

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

69

receiving effective rating or higher

69, 100%

Highly Qualified Teachers

100%

certified in-field

61, 88%

ESOL endorsed

63, 91%

reading endorsed

4, 6%

with advanced degrees

24, 35%

National Board Certified

3, 4%

first-year teachers

2, 3%

with 1-5 years of experience

10, 14%

with 6-14 years of experience

31, 45%

with 15 or more years of experience

26, 38%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

1, 50%

Other Instructional Personnel

of instructional personnel not captured in the sections above

6

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

In order to recruit and retain teachers at Citrus Cove we provide consistent communication with our new and veteran teachers. Teachers are provided with ample preparation, LTMs and Professional

Development opportunities. Continuous support keeps our highly qualified, certified, and effective teachers on staff. Continuous professional development opportunities are provided to ensure that every teacher is able to be successful. We provide opportunities for teachers to collaborate, analyze data, and share best practices on a regular basis to guarantee we are all working as a team for to improve the academic achievement of all our students.

Our newly hired educators participate in an Educator Support Program (ESP) that includes a support team for each new staff member, added observations and conferences with written feedback, and extra opportunities for additional staff development. Our new staff to Citrus Cove is provided a mentor and meeting opportunities to welcome them to their new school. Our ESP program provides regular meetings with ESP Team and Coordinator, Assistant Principal on a monthly basis. Our new ESP teachers are invited to participate in a book study and provide differentiated PDD to meet individual professional development needs.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Citrus Cove has an ESP contact and a mentor for each new educator. The ESP contact oversees the entire program. It is also the contact's responsibility to choose a mentor teacher who has demonstrated a positive attitude, professionalism, is highly qualified, is a team player, and who works in or in a similar area of study as the new educator. The ESP contact must also ensure that a calendar is created for support meetings throughout the year and have Beginning Teacher Assistance Program educators to support each of these new educators. The contact must also meet with the principal to complete the competency verification form. The mentors are there to ensure that the new educator completes mandated trainings such as the courses on TrainU (IE - Marzano, Code of Ethics, Safety, etc.). The mentor must also offer constant support, answer questions, act as a team player, and assistance with planning and best practices.

Our newly hired educators participate in an Educator Support Program (ESP) that includes a support team for each new staff member, added observations and conferences with written feedback, and extra opportunities for additional staff development. Our new staff to Citrus Cove is provided a mentor and meeting opportunities to welcome them to their new school. Our ESP program provides regular meetings with ESP Team and Coordinator, Assistant Principal on a monthly basis. Our new ESP teachers are invited to participate in a book study and provide differentiated PDD to meet individual professional development needs.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Citrus Cove implements a tiered model for delivery of instruction. Core instruction is provided in the classroom setting. Inclusion practices provide Least Restrictive Environment for all learners. Supplemental instruction, additional 30 minutes, is provided during school day hours. Supplemental instruction includes SAI and iii. Intensive instruction is provided throughout the school day with Tier III interventions. In addition, small group intensive tutorial is provided to struggling learners before school, after school, and Saturday mornings. Learning Team Meetings are completed by grade level and held biweekly from 1:30-3:00pm. LTMs are comprised of: grade level specific faculty, ESE and ESOL teachers who collaborate with specific grade

levels, trained Learning Team Facilitator, and administration. The purpose of Learning Team Meetings is to provide deeper, ongoing, teacher-directed learning with an effective mode of professional development that addresses the school's specific needs. Agendas, Multiple Benchmark Assessments, Core K12, and Item Analysis Tools are utilized to monitor fidelity.

School Based Team weekly meetings are held on Tuesdays at 2:15pm. These meetings are comprised of: Administrators, School Counselor, School Psychologist, School Nurse, Exceptional Student Education & 504 Staff, Multicultural Committee Member, Parents, and other related service providers. The purpose of School Based Team Meetings is to develop an effective process that helps make decisions about instruction and goals and examines how each child responds to these interventions. The Florida Continuous Improvement Model and Response to Instruction (Rtl) are utilized in the problem-solving process to promote a well-integrated system connecting general and special education to provide high quality, standards-based instruction and evidence-based interventions. Pupil Progression Plans, Conference Records, Data Chats and SBT files are utilized to monitor fidelity.

SwPBS monthly meetings are held on the third Thursday of the month at 2:15pm. These meetings are comprised of: Internal Coach, Rtl Facilitator, Administration, Exceptional Student Education Teacher, Fine Arts Lead Teacher and one lead teacher from each grade level. The purpose of SwPBS Meetings are to focus on student academic & behavioral success. The School Wide Positive Behavior System is for all students, all staff, and all settings. Meetings emphasize prevention using research validated practices with an instructional approach. The team uses agendas, school data from EDW, discipline reports, and school wide feedback to guide decisions and monitor fidelity.

Leadership Meetings are held the fourth Wednesday of each month at 2:15pm. These meetings are comprised of Grade level chairpersons, lead teachers from Exceptional Student Education, teachers of ELLs, Fine Arts Department, and Administration. The purpose of Leadership Team Meetings are to facilitate the development of the School Improvement Plan, facilitate communication within the professional learning community, and build the capacity of the school to address parent and staff concerns. The meetings also allow us to monitoring student data by amending the School Improvement Plan. The team uses agendas, school data from EDW, diagnostic reports, and school wide feedback to guide decisions and monitor fidelity.

Literacy Leadership Meetings are held the third Wednesday of each month at 2:15pm. These meetings are comprised of Grade level Literacy chairpersons, lead teachers from Exceptional Student Education, teachers of ELLs, Fine Arts Department, and Administration. The purpose of the Literacy Leadership Team is to engage in regular, ongoing, literacy professional development while participating in Professional Learning Communities and Study Groups. The team utilizes data to analyze the effectiveness of instruction and resources to meet the students' instructional and intervention needs. The team works to ensure effective implementation of Common Core strategies while participating in on going literacy dialogues to promote literacy school wide. The team utilizes agendas, school data from EDW, diagnostic reports, and school wide feedback to guide decisions and monitor fidelity.

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

The Leadership Team meetings are comprised of Grade level chairpersons, lead teachers from Exceptional Student Education, teachers of ELLs, Fine Arts Department, and Administration. The purpose of Leadership Team Meetings are to facilitate the development of the School Improvement Plan, facilitate communication within the professional learning community, and build the capacity of the school to address parent and staff concerns. The Leadership Team works collaboratively monitoring student data with administrative data chats, student conferences, and analyzing student data at Learning Team Meetings to develop high academic achievement. The Leadership Team builds capacity at the school to improve in school safety, developing effective educators and strengthening parent and community relations. amending the School Improvement Plan.

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

Leadership Team Members, RtI Facilitator, and administration monitor fidelity of the School Improvement Plan at the core, supplemental and intensive levels. EDW reports, Mainframe, RRR, Diagnostics, Classroom Walkthroughs, and data chats are used to monitor the MTSS and SIP. The SwPBS Team also uses data from the PBS Implementation Checklist (PIC) Benchmarks Of Quality (BOQ) data, Discipline Dashboard and the Self Assessment Survey (SAS) to increase student achievement.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Multiple data sources are utilized to access and analyze data to monitor the effectiveness of instruction in all areas. EDW reports, Mainframe, RRR, Diagnostics, Classroom Walkthroughs, and data chats are used to monitor the MTSS and SIP. The SwPBS Team also uses data from the PBS Implementation Checklist (PIC) Benchmarks Of Quality (BOQ) data, Discipline Dashboard and the Self Assessment Survey (SAS) to increase student achievement.

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

Preschool Faculty Meetings, Department meetings, and frequent grade level meetings are utilized to discuss data, effective strategies, progress monitoring and staff development. Parent involvement is critical in building capacity in problem solving. Curriculum Night, Open House, PTO, SAC, Edline updates, school wide call outs, newsletters, parent conferences and invitations to SBT meetings are used to develop effective problem solving.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Students will receive small group instruction in reading, writing, and math aligned with the Common Core curriculum and implemented in conjunction with the after school program.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Data is collected from formal and informal assessments. During Learning Team Meetings and grade level discussions, teachers will identify effective instructional strategies. Also, academic committees meet on a monthly basis to analyze data and determine school wide strengths and weaknesses, develop an action plan to improve parent involvement and communication.

Who is responsible for monitoring implementation of this strategy?

Teachers, administration, academic committee members, and after school leaders will be responsible for monitoring this strategy.

Strategy: Weekend Program

Minutes added to school year:

Students will attend a Saturday tutorial to both enrich and strengthen the Core Curriculum standards.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Data is collected based on both formal and informal assessments. During academic committee meetings, professional development, learning team meetings, and grade level discussions, teachers will be to determine if the strategies being utilized are effective.

Who is responsible for monitoring implementation of this strategy?

Administration and teachers are responsible for monitoring.

Literacy Leadership Team (LLT)

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

Name	Title
Laura Green	Principal

Name	Title
Bernadette Standish	Assistant Principal
Meghan Cilley	Media Specialist
Colette Ceparano	SAI
Deborah Guerich	Kindergarten
Usha Joarder	First Grade
Alexandra Wilkinson	Second Grade
Jessica Brown	Third Grade
Marni Dockswell	Fourth Grade
Diana White	Fifth Grade
Sandra Correia	ESE

How the school-based LLT functions

Literacy Leadership Meetings are held the third Wednesday of each month at 2:15pm. These meetings are comprised of Grade level Literacy chairpersons, lead teachers from Exceptional Student Education, teachers of English Language Learners, Fine Arts Department, and Administration. The purpose of the Literacy Leadership Team is to engage in regular, ongoing, literacy professional development while participating in Professional Learning Communities, study groups, and organize a Literacy Night to provide training for parents and community members. The team utilizes data to analyze the effectiveness of instruction and resources to meet the student's instructional and intervention needs. The team works to ensure effective implementation of Common Core strategies while participating in on going literacy dialogues to promote literacy school wide. The team utilizes agendas, surveys, classroom observations, school data from EDW, diagnostic reports, and school wide feedback to guide decisions and monitor fidelity.

Major initiatives of the LLT

This year's major focus is working on monitoring and supporting the implementation of Reading Workshop model using the Scholastic Reading Series as well as the implementation of the Common Core in all grades.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Citrus Cove will be holding Learning Team Meetings on a continuous basis. This will allow grade levels to come together to discuss student achievement. We will be analyzing student data throughout the year to modify our instruction based on student's strengths and weaknesses. The data will also assist in allowing the educators the opportunity to identify areas in which they may need additional support and/or assistance. We will be sharing best practices and continuing with professional development based on student data. We will continue to monitor both teacher instruction as well as student improvement and modify instruction accordingly.

This year we will be sending a grade level representative on the Reading Leadership Team on a regular basis for formal training with the new reading series roll out. These Reading Teachers will in turn bring back the information and share with their team members. The district will also be providing our school with Staff PD to work with teachers in their classrooms on the main elements of the new reading series this year. In October we will model the interactive read aloud and allow teachers to practice in the classroom setting with the Staff PD available to guide and answer any questions that may arise. In November we will focus on conferencing for all grades. This will be in a small group setting so teachers

can observe the modeling of the Staff PD and then practice their skills. The final two elements to the new reading series will be small groups and the shared reading, provided through PD at the faculty meeting with the Staff PD team.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Citrus Cove Elementary School hosts a Kindergarten Round up each spring to inform parents about the school and its various programs. The Kindergarten Round up serves as an introduction to our school as well as meet some of our teachers. This past year, Kindergarten summer screenings were implemented. We had over 75 students come in during the summer with several teachers to participate in a screening of the student's knowledge of letters, sounds, numbers, colors and share any other important information. This process ensured accurate placement of students in classroom with like ability groups to support the academic needs of our students. The first week of school we host our Staggered Start for the first three days, where only 6 students come each day to acclimate to their new surroundings and then all students report of day four to the classroom.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	69%	No	75%
American Indian				
Asian	88%	82%	No	90%
Black/African American	61%	51%	No	65%
Hispanic	63%	58%	No	66%
White	81%	79%	No	83%
English language learners	47%	35%	No	52%
Students with disabilities	56%	31%	No	60%
Economically disadvantaged	62%	55%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	20%	40%
Students scoring at or above Achievement Level 4	221	49%	60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	315	69%	100%
Students in lowest 25% making learning gains (FCAT 2.0)	55	63%	100%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	43	36%	100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	26	22%	100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	21	18%	100%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	104	73%	100%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	71%	No	76%
American Indian				
Asian	88%	86%	No	90%
Black/African American	56%	50%	No	60%
Hispanic	65%	67%	Yes	69%
White	86%	81%	No	87%
English language learners	48%	45%	No	54%
Students with disabilities	65%	41%	No	69%
Economically disadvantaged	63%	58%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	112	25%	40%
Students scoring at or above Achievement Level 4	213	47%	60%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	320	70%	100%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	46	61%	100%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	23%	30%
Students scoring at or above Achievement Level 4	74	46%	70%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	700		950
Participation in STEM-related experiences provided for students	100	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	12	1%	1%
Students retained, pursuant to s. 1008.25, F.S.	24	2%	1%
Students who are not proficient in reading by third grade	55	34%	0%
Students who receive two or more behavior referrals	4	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parents are encouraged and invited to many different events at Citrus Cove. We host a Curriculum Night, Literacy Night, Science Evening, Writers Workshop, and a Math Night. Our ELL department hosts parent informational coffees to share the programs. We also host a book fair to the parents, a band night, music events, PTA events and Test strategies events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To have parents attend one evening event throughout the school year.	700	75%	100%
To have the parents and their child attend one evening to join the Citrus Cove Community.	500	50%	100%

Area 10: Additional Targets

Additional targets for the school

Citrus Cove Elementary will infuse the contend required by Florida Statue 1003.42 (2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Citrus Cove Elementary will infuse the contend required by Florida Statue 1003.42 (2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to: History of Holocaust History of Africans and African Americans Hispanic Contributions Women's Contributions Sacrifices of Veterans	100	100%	100%

Goals Summary

- G1.** Increase the lowest 25% for learning gains in math.
- G2.** Utilize Writescore Program to drive instruction for those students who are not meeting proficiency in the 4th grade.
- G3.** Students will utilize a writing 'notebook/folder' to collect ideas, reflect, and practice skills.
- G4.** Increase the lowest 25% for learning gains in reading.

Goals Detail

G1. Increase the lowest 25% for learning gains in math.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Reflex Math Online Computer Program to increase fact fluency, skill application and problem solving at an independent rate.

Targeted Barriers to Achieving the Goal

- One session of Reflex Math is 15 -20 minutes in length. Student learning gains are highest when the program is implemented daily.

Plan to Monitor Progress Toward the Goal

Weekly distribution of individual fluency growth reports and skill summary charts

Person or Persons Responsible

Math Teacher in the morning computer math lab

Target Dates or Schedule:

Each Friday, reports will be compiled and distributed to administration and classroom teacher.

Evidence of Completion:

Data binder, student data chat conference log and attendance records.

G2. Utilize Writescore Program to drive instruction for those students who are not meeting proficiency in the 4th grade.

Targets Supported

- Writing

Resources Available to Support the Goal

- Implementation of the Writescore Program with students in Grade 4
- Targeted lesson plans and rich activities based upon student data provided by the Writescore Program.
- Student learning gains recognized from administration utilizing incentives.

Targeted Barriers to Achieving the Goal

- The Writescore program is costly and we do not have funds readily available to pay for this service

Plan to Monitor Progress Toward the Goal

Individual student data, lesson plans, and EDW reports

Person or Persons Responsible

Students, classroom teachers and administration

Target Dates or Schedule:

Monthly monitoring of student achievement

Evidence of Completion:

Databinders, EDW reports and conference logs from data chats

G3. Students will utilize a writing 'notebook/folder' to collect ideas, reflect, and practice skills.

Targets Supported

- Writing

Resources Available to Support the Goal

- WRITES scores
- Lucy Calkins
- PB Writes
- Common Core Curriculum

Targeted Barriers to Achieving the Goal

- Financial
- Objectivity/Training
- Not aligned with curriculum
- New/unfamiliar territory (incomplete scope/sequence)

Plan to Monitor Progress Toward the Goal

1. Attend cohorts to bring information to the teams. 2. Plan activities to address writing.. 3. Collaborate, plan, and share best practices

Person or Persons Responsible

1. Lead teachers 2. PDD committee/ Administration 3. Learning Teams

Target Dates or Schedule:

1. Monthly 2. Monthly 3. Bi-monthly

Evidence of Completion:

1. Lesson Plans 2. Through us in classroom 3. Productive LTM

G4. Increase the lowest 25% for learning gains in reading.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Fountas and Pinnell Leveled Literacy Intervention Program
- Lexia Online Reading Program before school

Targeted Barriers to Achieving the Goal

- Highly qualified trained faculty available for proper implementation of Literacy Intervention Program
- Maintaining 95% daily attendance and participation in morning Reading Lab before school

Plan to Monitor Progress Toward the Goal

Student comprehension using Leveled Literacy Intervention Program

Person or Persons Responsible

Trained LLI Teacher, School Based Team Leaders and Administration

Target Dates or Schedule:

Weekly progress monitoring and School Based Team meetings held approximately every 4-6 weeks to discuss student progress

Evidence of Completion:

Student will demonstrate growth in progress monitoring and not advance in tiered system for support

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the lowest 25% for learning gains in math.

G1.B1 One session of Reflex Math is 15 -20 minutes in length. Student learning gains are highest when the program is implemented daily.

G1.B1.S1 Invitation of students identified in lowest 25th percentile to attend daily before school morning math computer lab tutorial.

Action Step 1

Before School Computer Math Lab Tutorial

Person or Persons Responsible

Students in Grades 3-5 identified in the lowest 25th percentile for Math

Target Dates or Schedule

Monday through Friday, 7:30-7:55

Evidence of Completion

Sign in attendance log, weekly reports from Reflex Math demonstrating independent student progress.

Facilitator:

David Robbins

Participants:

Teachers new to Citrus Cove Elementary or teachers who have not been trained on Reflex Math Program

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

Student attendance in before school morning computer Math Lab

Person or Persons Responsible

Identified Math Teacher on duty will take daily attendance and encourage daily participation

Target Dates or Schedule

Weekly attendance reports will be given to classroom teachers and administration for follow up and incentives. Monthly review of attendance and referral for newly identified students who need support.

Evidence of Completion

Weekly individual academic progress reports printed from Reflex Math Program indicating session completion and skill growth.

Plan to Monitor Effectiveness of G1.B1.S1

Student math application skill and fact fluency monitored through grade level common assessments and reflex math individual student growth/gain reports

Person or Persons Responsible

Math teacher in morning computer lab will monitor student attendance and communicate with classroom teacher and administration regarding student progress

Target Dates or Schedule

Weekly reports will be distributed and discussion at biweekly Learning Team Meetings will assist with monitoring for effectiveness

Evidence of Completion

Students will complete 20 sessions in one month's time (every over a span of 90 days - 60 sessions).

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Utilize Writescore Program to drive instruction for those students who are not meeting proficiency in the 4th grade.

G2.B1 The Writescore program is costly and we do not have funds readily available to pay for this service

G2.B1.S1 Submission of grant requests for funding from Citrus Cove SAC and PTA to support assessments and student incentives

Action Step 1

Written letter requests to Citrus Cove SAC and PTA

Person or Persons Responsible

Teachers will request funding from the School Advisory Committee (parents and community members) to assist with program fees.

Target Dates or Schedule

Written requests will be applicable for two formative assessments and feedback.

Evidence of Completion

Agenda/minutes from the SAC meeting where initial funds are requested, as well as agenda/minutes from when results are shared.

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

Write Score assessment results, teacher lesson plans and EDW

Person or Persons Responsible

Classroom Teachers of Grade 4 and administration

Target Dates or Schedule

Assessment administered in October 2013 and January 2014. Lesson Plans for months November - February will show reteach and skill focus based on student data from

Evidence of Completion

Student data reports from Writescore showing weaknesses, reteaching points and areas that lack proficiency

Plan to Monitor Effectiveness of G2.B1.S1

Palm Beach Writes, EDW, and FCAT Writes

Person or Persons Responsible

Classroom Teachers of Grade 4 and administration

Target Dates or Schedule

Monthly EDW reports, teacher/administration and student/teacher data chats

Evidence of Completion

EDW reports, Writescore Feedback and FCAT Writes data

G4. Increase the lowest 25% for learning gains in reading.

G4.B1 Highly qualified trained faculty available for proper implementation of Literacy Intervention Program

G4.B1.S1 Members of the Literacy Leadership Team will attend professional development through the school district to ensure proper implementation

Action Step 1

Fountas and Pinnell Leveled Literacy Intervention Training

Person or Persons Responsible

Selected members from Reading Leadership Team

Target Dates or Schedule

District Professional Development opportunities

Evidence of Completion

Agendas and Professional Development Sign In Sheet from training

Facilitator:

District designated training personnell

Participants:

Victoria DeSantis, Colette Ceparano, and Sandra Correia

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

Daily implementation of the Leveled Literacy Intervention Program

Person or Persons Responsible

Sandy Correia, Victoria DeSantis, Colette Ceparano (implementation), and administration

Target Dates or Schedule

Approximately every 4-6 weeks

Evidence of Completion

School Based Team meeting notes and Tier 2 and Tier 3 data collection district forms/documents

Plan to Monitor Effectiveness of G4.B1.S1

Teacher/student feedback and growth demonstrated on Tier 2 and Tier 3 weekly progress monitoring

Person or Persons Responsible

Trained LLI instructor

Target Dates or Schedule

Weekly progress monitoring and feedback at the end of 4-6 week intervention

Evidence of Completion

School Based Team notes, Tier 2 and Tier 3 compiled data, and survey/feedback from teacher and student

G4.B2 Maintaining 95% daily attendance and participation in morning Reading Lab before school

G4.B2.S1 Utilize call outs and written notices, in three languages, to communicate reminders regarding before school reading lab attendance.

Action Step 1

Leveled Literacy Intervention training

Person or Persons Responsible

2 Members of Literacy Leadership Team: Ms. DeSantis (ESE) and Miss Ceparano (SAI)

Target Dates or Schedule

November 2013

Evidence of Completion

Training agenda and professional development sign in log

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Our school integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during team meetings, and instill an appreciation for multicultural diversity through out ant-bullying campaign, structured lessons, and implementation of SwPBS programs.

SW-PBS Purpose: The purpose of the Citrus Cove SW-PBS Program is to promote a positive atmosphere throughout every area of the school. With the “Positive Panther Pledge” as our guideline, students and staff focus on being responsible, respectful, cooperative, positive, and safe learners. The “Positive Panther Pledge” approach is based on seven guiding principles. We designed these principles in order to create an optimal learning environment for the students. The guiding principles are as follows:

1. Clear expectations for student and staff behavior.
2. Clear and consistent strategies for teaching appropriate behavior.
3. Clear and consistent strategies for encouraging appropriate behavior.
4. Clear and consistent consequences that discourage inappropriate behavior.
5. A support system and individual behavioral programs for students with unique or exceptional needs.
6. Clearly designed methods for evaluating and revising the “Positive Panther Pledge” approach.
7. Clear plans and strategies for communicating the characteristics and philosophy of the Positive Panther Pledge to staff, students, and parents.

School-Wide Reward/Recognition Programs:

? Great Behavior Party (Held about 6 times per/year)

- Student behavior will be monitored on a daily basis by all teachers using the Panther Pledge Daily Tracking Sheet (see Attachment A). Each class’ tracking sheet will be placed on a clipboard and move with the class from teacher to teacher. At the end of each class, each teacher will place a checkmark in the appropriate box for the students who followed the Pledge during that class period. Check marks will be tallied at the end of each month (on the Monthly Tracking Sheet) and students who earned 80% of their checkmarks will be able to attend the “Great Behavior Party”. Students who do not attend the Party will meet in a designated room for a re-teaching session of the Panther Pledge expectations.

? Panther Tickets (for students and staff)

- FOR STUDENTS: Teachers will hand out “Panther Tickets” to students as they as seen following the Panther Pledge. The teacher will not only give the student a Ticket, but he/she will circle the part(s) of the Pledge that the student is receiving the ticket for. The student will place the ticket in the Panther Ticket Raffle Box, located at the front office. Each week, 2 tickets will be drawn from each grade level as well as a Fine Arts and Special Area category. The Ticket Winners will go to the Media Center on Friday mornings to get a prize out of the Panther Pledge Treasure Box AND to be on the Morning Announcements TV show. Winners will also have their names placed on the Ticket Winner Bulletin Board.

- FOR STAFF: Teachers will give each other white “Panther Staff Tickets” to say thank you for a deed, to give a compliment, or for simply just pointing out something you appreciate. Staff will place the ticket in the Panther Ticket Raffle Box, located at the front office. Each week, 2 staff tickets will be drawn. The Staff Ticket Winners will get a Prize Package and they will also have their names placed on the Ticket Winner Bulletin Board.

? Cafeteria Safari

- A system in which positive class behavior in the cafeteria is rewarded on a daily basis by each class being able to move the Class Jeep along the Safari road in order to attain rewards. Class rewards include Crazy Hat Day, Crazy Hair Day, Double Recess Day, Crazy Sock Day, No Homework Day, Mismatch Day, Game Day, and Movie Day.

? BUG Awards (Bringing Up your Grade)

- A system in which student grades are tracked and students receive awards at a formal ceremony held 3 times per year.

? Academic & Behavior Awards

- A program in which students receive awards at a formal ceremony held at the end of each trimester. Students receive awards for academics (Principal's Pick Award, Being on a Roll Award, Orange Blossom Award); good behavior (Citizenship Award, Positive Panther Award); and attendance (Perfect Attendance Award).

? Class of the Month Award

- A program in which 1 class per grade level each month is identified for either achieving the highest percentage of completed homework or highest percentage of earned behavior checks. The winning classes will be announced on TV, have their names on a display board, be featured on the outside marquis board, and get a special day, such as Crazy Hat Day each month.

SAI Program services struggling readers in grades 2 and 3. In addition, students who are retained for current year receive supplemental instruction and support. Services provided include small group intensive instruction for a period of 30 minutes each day.

Students identified through Homeless McKinney Vento Act are discussed at School Based Team Meetings. Students receive additional supports from Administration, Classroom Teachers, anonymous Community Sponsors, and School Counselor.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase the lowest 25% for learning gains in math.

G1.B1 One session of Reflex Math is 15 -20 minutes in length. Student learning gains are highest when the program is implemented daily.

G1.B1.S1 Invitation of students identified in lowest 25th percentile to attend daily before school morning math computer lab tutorial.

PD Opportunity 1

Before School Computer Math Lab Tutorial

Facilitator

David Robbins

Participants

Teachers new to Citrus Cove Elementary or teachers who have not been trained on Reflex Math Program

Target Dates or Schedule

Monday through Friday, 7:30-7:55

Evidence of Completion

Sign in attendance log, weekly reports from Reflex Math demonstrating independent student progress.

G4. Increase the lowest 25% for learning gains in reading.

G4.B1 Highly qualified trained faculty available for proper implementation of Literacy Intervention Program

G4.B1.S1 Members of the Literacy Leadership Team will attend professional development through the school district to ensure proper implementation

PD Opportunity 1

Fountas and Pinnell Leveled Literacy Intervention Training

Facilitator

District designated training personnell

Participants

Victoria DeSantis, Colette Ceparano, and Sandra Correia

Target Dates or Schedule

District Professional Development opportunities

Evidence of Completion

Agendas and Professional Development Sign In Sheet from training

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the lowest 25% for learning gains in math.	\$1,500
G2.	Utilize Writescore Program to drive instruction for those students who are not meeting proficiency in the 4th grade.	\$1,500
G4.	Increase the lowest 25% for learning gains in reading.	\$1,500
Total		\$4,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
Citrus Cove Aftercare Funds	\$1,500	\$0	\$1,500
Funding for this program will be funded by support from Citrus Cove SAC and PTA.	\$0	\$1,500	\$1,500
Monies for program will be funded from SAC and PTA.	\$0	\$1,500	\$1,500
Total	\$1,500	\$3,000	\$4,500

Budget Details

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

G1. Increase the lowest 25% for learning gains in math.

G1.B1 One session of Reflex Math is 15 -20 minutes in length. Student learning gains are highest when the program is implemented daily.

G1.B1.S1 Invitation of students identified in lowest 25th percentile to attend daily before school morning math computer lab tutorial.

Action Step 1

Before School Computer Math Lab Tutorial

Resource Type

Evidence-Based Program

Resource

This before school program will require technology usage and a multitude of student incentives that directly support student math gains and development.

Funding Source

Monies for program will be funded from SAC and PTA.

Amount Needed

\$1,500

G2. Utilize Writescore Program to drive instruction for those students who are not meeting proficiency in the 4th grade.

G2.B1 The Writescore program is costly and we do not have funds readily available to pay for this service

G2.B1.S1 Submission of grant requests for funding from Citrus Cove SAC and PTA to support assessments and student incentives

Action Step 1

Written letter requests to Citrus Cove SAC and PTA

Resource Type

Evidence-Based Program

Resource

Obtain services from the Writescore program, providing assessment opportunities, feedback of student data, and incentives for student academic learning gains.

Funding Source

Funding for this program will be funded by support from Citrus Cove SAC and PTA.

Amount Needed

\$1,500

G4. Increase the lowest 25% for learning gains in reading.

G4.B1 Highly qualified trained faculty available for proper implementation of Literacy Intervention Program

G4.B1.S1 Members of the Literacy Leadership Team will attend professional development through the school district to ensure proper implementation

Action Step 1

Fountas and Pinnell Leveled Literacy Intervention Training

Resource Type

Evidence-Based Materials

Resource

Leveled Literacy Intervention Kits include student texts, teacher materials, planning centers and consumable materials.

Funding Source

Citrus Cove Aftercare Funds

Amount Needed

\$1,500