

The School District of Palm Beach County

Citrus Cove Elementary School



2016-17 Schoolwide Improvement Plan

Citrus Cove Elementary School

8400 LAWRENCE RD, Boynton Beach, FL 33436

<https://cces.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	A*	B	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Citrus Cove Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Citrus Cove Elementary is committed to providing a high quality education to all learners with excellence and equity to empower each student to reach his or her highest potential with the most effective instruction to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

b. Provide the school's vision statement.

Citrus Cove Elementary envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

2. School Environment

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

Citrus Cove Elementary practices a Single School Culture and appreciation for multicultural diversity, in the appropriate areas, as required by School Board Policy 2.09. Citrus Cove's Single School Culture is practiced in the areas of academics, behavior and climate. Academically, we utilize a school wide multilingual student handbook that supports high expectations through a growth model for all learners. Behaviorally, Citrus Cove supports a positive matrix plan in multiple languages that outlines behavioral expectations at all locations on school campus. In the area of School Climate, Citrus Cove Elementary utilizes a Positive Panther Pledge that encourages all students to be good citizens working cooperatively to create a positive safe environment for all learners. Students earn Panther Tickets for demonstrating the positive choices they display by all staff during the day and then each week winners are chosen. The staff and student winners are recognized on the television in house system, names displayed near Media and Cafeteria as well as a visit to a treasure box.

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

Citrus Cove Elementary will select a variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students. In addition, we will ensure that relationship-building is a clear priority and will provide professional development to staff on increasing positive interactions with students.

Continuously throughout the school year, Citrus Cove Elementary will also infuse the content required by Florida Statute 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: Citrus Cove intermediate students experience a guest speaker who is a Holocaust survivor as well as participate in Echos and Reflection Project. Hanna's Suitcase and Daniel's Story are two plays that intermediate students see on campus. Primary level students learn about social justice through appropriate literary texts. Approximately 100 fifth grade safety patrols will travel to Washington DC to visit the Holocaust Museum.
- History of Africans and African Americans: Citrus Cove celebrates Black History Month and Freedom Week. Students participate in a poetry jam session and create crafts to celebrate the school

environment. An African dance team visits our campus for school wide performances.

- Hispanic Contributions: Citrus Cove celebrates Hispanic Contributions by providing Hispanic read aloud texts and shared discussions school wide. Facebook/Marquee and Call Out with Hispanic Fun Facts and Information. Parent University focus on cultural diversity.
- Women's Contributions: Citrus Cove primary students participate in a wax museum recognizing leading historical figures in our history. Students also participate in an "Around the World" simulation celebrating variety of cultures and significant women leaders.
- Sacrifices of Veterans: Citrus Cove participates in sending multiple care packages to troops during the holidays. Students celebrate Veteran's Day with a door decorating contest and invite local military heroes to be guest readers in classrooms.

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

Citrus Cove teaching staff will ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity. In addition, Citrus Cove staff will make references to Universal Guidelines (Positive Panther Pledge), behavioral expectations (Panther Discipline Matrix), and utilize school-wide recognition system ("Panthers Give Me Five" _ while raising a quiet hand) when providing students with positive feedback.

d. 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.

Citrus Cove will ensure that students engage with identified staff (ELL and school counselor, school-based team leader, identified mentors, administration, and resource/support facilitation teachers) to provide a differentiated delivery of services based on student/school need. Citrus Cove intervention team members will ensure implementation of core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). School Based Team and Leadership Team will utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

3. Early Warning Systems

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

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

Citrus Cove will utilize data systems such as Performance Matters, EDW and TERMS generated reports to identify students who have attendance, behavioral or academic concerns. Instructional Staff at Citrus Cove will utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making).

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	26	25	33	27	20	26	0	0	0	0	0	0	0	157
One or more suspensions	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	23	43	0	0	0	0	0	0	0	66

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	7	14	14	9	8	8	0	0	0	0	0	0	0	60

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

Citrus Cove utilizes many research based programs to use with our students receiving Triple iii and Supplemental Instruction services in Reading and Math. Attendance reports are monitored to work closely with the families that have an absentee issue. We will create attendance contracts and have attendance meetings with students and families. Progress Monitoring Plans are also used to communicate with the parents to provide support both at school and home to increase student achievement. Citrus Cove will also be using LLI and Foundations for our struggling readers to promote learning opportunities.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Parents are encouraged and invited to many different events at Citrus Cove. We host Curriculum Nights, Literacy Night, Science Fair Evening, Steam Night, Kindergarten Round up, Writers Workshop Family Night, Math Night, and a Fine Arts Evening. Our ELL department hosts monthly Parent University trainings focusing on a variety of topics such as: Attendance, Cyber Bullying, Testing Information and Strategies, and continuously promoting community resources and local support services. Citrus Cove hosts two book fairs, winter and spring school band and chorus nights, a spring musical performed at a local high school, school wide health and wellness fun run, spring auction, and enrichment academies. Our gifted program hosts a Gifted Showcase each spring to provide an opportunity for our parents to see the benefits of our gifted program and the academic enrichment it provides to our identified students. In addition to trimester parent/teacher conferences, every student at Citrus Cove is given a planner used daily to positively communicate between school and home and provide details regarding student progress.

2. 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.

Citrus Cove works closely with many businesses to support fundraising events and increase parental involvement which builds bridges for our community. School fundraisers provide money to use with programs and incentives for our students. Local business partners are also assisting with our school wide initiative to build classroom libraries and get books in student hands with donations of materials and volunteers.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Green, Laura	Principal
Standish, Bernadette	Assistant Principal
Ferraiolo, Margo	Teacher, ESE
Burnett, Vickie	Other
Monteith, Cara	Administrative Support
Lee, Amy	Teacher, K-12
soto, luz	Guidance Counselor
Marks, Bari	Teacher, K-12
Jenkins, Kim	Teacher, K-12
Robbins, David	Instructional Technology
Placido, Zach	Teacher, K-12
Cilley, Meghan	Instructional Media

b. Duties

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

The Leadership Team meetings are comprised of grade level chairpersons, lead teachers from Exceptional Student Education and ESOL Team, Fine Arts Department, and Administration. The purpose of Leadership Team Meetings are to facilitate the development and continuous amendment of the School Improvement Plan, streamline communication within the professional learning community, and build the capacity of our 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. These professional discussions promote development of high academic achievement. The Leadership Team also builds capacity at the school to continuously improve overall school safety, better develop effective educators and strengthen parent and community relations.

2. 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.

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 and after school

Professional Learning Community Meetings are completed by grade level and held every 8 days from 7:30-9:00am. PLCs 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 PLCs are 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, Performance Matters, iReady, and Item Analysis Tools are utilized to monitor fidelity.

School Based Team biweekly meetings are held on Tuesdays at 1:30pm. 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 (RtI) 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, RtI 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.

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 our anti-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 while they are 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.

? Caught Being Good

- A system in which positive class behavior in the cafeteria is rewarded on a daily basis by each class being able to receive a "thumbs up" stamp on their positive panther cards 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.

? 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 (Academic Panther Award); good behavior (Citizenship Award,) and our 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Rich Miller	Parent
Laura Green	Principal
Bernadette Standish	Education Support Employee
Victoria Green	Parent
Marisa Mason	Parent
Jessica Gally	Parent
Denise Farley	Education Support Employee
Luz Soto	Teacher
Monica Cleckley	Parent
Michele Strawmire	Parent
Jeff Perry	Teacher
Adina Kerr	Teacher
Blanca Torres	Parent
Chrissy Brown	Parent
Jamila Davis	Parent
Kelly Zampini	Business/Community
Rhonda Bogacki	Parent
Roxanne Hosein	Parent
Summer Bochicchio	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

Staff reviewed the outcomes from SY16 and reviewed the SIP for strategies implemented. Teachers reviewed the strategies implemented to determine the strength or weakness it displayed. The programs or strategies were then examined to see if implantation was done with fidelity or lacking with content. SAC will monitor the academic outcomes from last year to this year with monitoring the indicators during the upcoming year. SAC and stakeholders reviewed the computer programs being utilized to determined to continue using or identify a new program.

b. Development of this school improvement plan

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.

c. Preparation of the school's annual budget and plan

After reviewing the SY16 plans we compared the budget to determine if we got a positive return on the investment. With that being complete we determined where our focus for the SI monies would be best served. With the limited funds available a budget was determined to divide the monies equally to the three main academic areas.

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

Last year school improvement funds were allocated for the following: Teacher PD Gifted Endorsement (\$750 school year and \$750 summer) & Engineer Club Funding (\$1,000).

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Green, Laura	Principal
Cilley, Meghan	Instructional Media
Marks, Bari	Teacher, K-12
Standish, Bernadette	Assistant Principal
Stechman, Ashley	Teacher, K-12
Correia, Sandy	Teacher, K-12
Joarder, Usha	Teacher, K-12
Grandis, Lorretta	Teacher, K-12
Throckmorton, Rachel	Teacher, PreK
White, Diana	Teacher, K-12
Colletta, Shannon	Teacher, K-12
soto, luz	Guidance Counselor
Monteith, Cara	Administrative Support

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

This year, our literacy team will be focusing on developing classroom libraries to include a variety of over 500 titles in each library through book drives and parent involvement in the Library Crashers initiative. The Literacy Team supports 2 book fairs on campus, 2 book drives involving community donations and school wide motivational technology initiatives such as Reading Counts and iStation. With district professional development, the team will assist in continued implementation of the Reading Workshop model during literary instruction, focusing on small group strategy focused lessons.

D. 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).

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

Citrus Cove PLCs are scheduled every eight days for each grade level. The concept is that they will have a long PLC for 90 minutes to unpack standards, build effective scales, align instruction with district standards and identify effective classroom instructional strategies. Teachers collaborate and plan for instruction. Teachers also use the train the trainer model for PD specific to their grade level from a peer teacher. This peer teacher attends district provided PD on specific subject area and then the lead teacher brings the information back to their team.

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

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, PLCs 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 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.

3. Describe the school's teacher mentoring program, including the rationale for pairings and 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Florida Standards are discussed during faculty meetings, PLCs, grade level meetings, and leadership meetings. Our teachers are constantly reviewing our rigorous curriculum instruction with the Florida's standards. Through the use of programs such as Go Math and Lucy Calkins, we are able to break apart standards and ensure teacher's lessons and core instruction parallels with the Florida standards.

b. Instructional Strategies

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

Data is used in a variety of ways to target individualized instruction. During balanced literacy and math block, data is used to drive instruction in a small group setting. Small groups may change daily, depending on the needs of the students, what needs to be retaught, to give further instruction to those students that are struggling and provide enrichment for students that are showing proficiency. This data is completed for every individualized classroom, based on the needs of the students inside each class.

Data is analyzed during team meetings and PLCs to assist with iii groups. We instruct based upon levels of the entire grade level to ensure we are hitting the needs on all students and to continue to provide instruction on the needs of each child. Teachers will switch students during iii to instruct the students on the same of similar levels and based upon the needs of the students data.

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

Strategy: After School Program

Minutes added to school year:

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

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Data is collected from formal and informal assessments. During PLCs 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.

2. Student Transition and Readiness

a. 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).

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

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 an opportunity to 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.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** Goal #2: If teachers implement a high quality education to all learners with rigorous standards-based instruction, using State standards, aligned curriculum, and assessments, then student achievement will increase in math lowest 25% learning gains to 75% by SY18.
- G2.** If teachers incorporate effective and relevant instruction to meet the needs of all students then we will increase reading on grade level by third grade.

Strategic Goals Detail

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

G1. Goal #2: If teachers implement a high quality education to all learners with rigorous standards-based instruction, using State standards, aligned curriculum, and assessments, then student achievement will increase in math lowest 25% learning gains to 75% by SY18. 1a

G083629

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	75.0

Targeted Barriers to Achieving the Goal 3

- Online program is offered online only and some students do not have access to computers at home.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Utilize computer labs, laptops and iPads to provide students opportunities to participate in Dreambox.
- Increase number of computers in each classroom to increase student allowable minutes using technology.

Plan to Monitor Progress Toward G1. 8

Monthly distribution of classroom fluency growth reports and skill summary charts

Person Responsible

Bernadette Standish

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

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

G2. If teachers incorporate effective and relevant instruction to meet the needs of all students then we will increase reading on grade level by third grade. 1a

G083630

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	83.0
FSA ELA Achievement	61.0

Targeted Barriers to Achieving the Goal 3

- Highly qualified trained faculty available for proper implementation of Literacy Intervention Program
- Maintaining 90% daily attendance, targeting third grade readers, and participation in morning Reading Lab before school

Resources Available to Help Reduce or Eliminate the Barriers 2

- Fountas and Pinnell Leveled Literacy Intervention Program
- iReady Online Reading Program utilized by targeted students before school

Plan to Monitor Progress Toward G2. 8

Monitor for increased reading proficiency

Person Responsible

Bernadette Standish

Schedule

Biweekly, from 9/19/2016 to 6/2/2017

Evidence of Completion

Student will demonstrate growth determined by reports from iReady, Performance Matters, & RRR EDW 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. Goal #2: If teachers implement a high quality education to all learners with rigorous standards-based instruction, using State standards, aligned curriculum, and assessments, then student achievement will increase in math lowest 25% learning gains to 75% by SY18. **1**

 G083629

G1.B1 Online program is offered online only and some students do not have access to computers at home.

2

 B221965

G1.B1.S1 Invitation of students identified in lowest 25th percentile to attend daily before school morning math computer lab tutorial. **4**

 S234208

Strategy Rationale

Many parents are dropping off students early to get to work on time. This time can be best utilized engaged in positive learning prior to the school day.

Action Step 1 **5**

Before School Computer Math Lab Tutorial

Person Responsible

David Robbins

Schedule

Monthly, from 11/2/2015 to 5/27/2016

Evidence of Completion

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

Action Step 2 **5**

Person Responsible

Schedule

Evidence of Completion

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

Student attendance in before school morning computer lab

Person Responsible

luz soto

Schedule

Weekly, from 9/19/2016 to 9/19/2016

Evidence of Completion

Weekly individual academic progress reports printed from online programs indicating session completion and skill growth.

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

Person Responsible

Schedule

Evidence of Completion

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

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

Person Responsible

David Robbins

Schedule

Monthly, from 9/19/2016 to 5/12/2017

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 Effectiveness of Implementation of G1.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G1.B1.S2 Utilize laptop carts and mobile iPad lab on consistent rotation, coupled with computer lab sessions on the Fine Arts wheel, to ensure that each child is provided daily access time on iReady Supplemental Instructional Tool. 4

 S234209

Strategy Rationale

Consistent rotation allows for all learners to have access to limited materials. Teachers are able to better plan when computers are available and students will have more time with technology.

Action Step 1 5

Consistent Rotation of Computer Labs, Laptop Carts & Mobile iPad Stations for student use

Person Responsible

David Robbins

Schedule

Daily, from 9/9/2016 to 6/2/2017

Evidence of Completion

Teacher Sign Up Documents and Increased student usage (iReady reports)

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Feedback from iReady Growth Reports to review during data chats with Teachers.

Person Responsible

Laura Green

Schedule

Quarterly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Teachers will turn in the information to Mr. Robbins to ensure the program is being implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Mr. Robbins will meet with administration to update of the continuous use of the program, based upon individualized teachers data from the program.

Person Responsible

Laura Green

Schedule

Monthly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Individualized teachers data reports from iReady math program.

G2. If teachers incorporate effective and relevant instruction to meet the needs of all students then we will increase reading on grade level by third grade. 1

G083630

G2.B1 Highly qualified trained faculty available for proper implementation of Literacy Intervention Program 2

B221966

G2.B1.S1 Members of second and third grade teams will attend effective professional development (RRR lvl 2 & LLI) through the school district to ensure proper implementation 4

S234210

Strategy Rationale

With more staff trained in this program, we are able to offer more intensive instructional services to students

Action Step 1 5

Fountas and Pinnell RRR Level 2 and Leveled Literacy Intervention Training

Person Responsible

Laura Green

Schedule

On 5/5/2017

Evidence of Completion

Agendas and Professional Development Sign In Sheet from training

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

Daily implementation of the Leveled Literacy Intervention Program & Effective administration of Reading Running Record

Person Responsible

Laura Green

Schedule

Weekly, from 9/1/2016 to 5/5/2017

Evidence of Completion

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

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

Teacher/student feedback and growth demonstrated on iii, Tier 2/3 weekly progress monitoring & accurate administration of Reading Running Records

Person Responsible

Margo Ferraiolo

Schedule

Weekly, from 9/1/2016 to 5/5/2017

Evidence of Completion

School Based Team notes, iii accountability logs, Tier 2/3 compiled data, RRR correlation with diagnostic/iReady data and survey/feedback from teacher and student

G2.B2 Maintaining 90% daily attendance, targeting third grade readers, and participation in morning Reading Lab before school 2

 B221967

G2.B2.S1 Utilize call outs and written notices, in three languages, to communicate reminders regarding before school reading lab attendance. 4

 S234212

Strategy Rationale

Reminders will maintain/increase student attendance & participation

Action Step 1 5

Implement participation of before school reading lab - targeted learners

Person Responsible

Bernadette Standish

Schedule

Daily, from 9/19/2016 to 5/26/2017

Evidence of Completion

student attendance logs, iReady student data and growth charts, RRR data updates

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

Notification of before school lab attendance, student/parent data chats (progress)

Person Responsible

Bernadette Standish

Schedule

Weekly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Call outs & notices home in all three languages for lab reminders, student/parent data chat conference notes,

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

Calendar of dates when notices, reminders are sent home for students

Person Responsible

Cara Monteith

Schedule

Weekly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Notices home in all three languages, call out recordings, conference logs

G2.B2.S2 Provide tangible rewards that support building reading stamina (such as leveled texts, book marks, journals, etc). 4

S234213

Strategy Rationale

Offering rewards for achieving goals (academic focus and attendance)

Action Step 1 5

Provide professional development to staff

Person Responsible

Laura Green

Schedule

Monthly, from 9/19/2016 to 6/2/2017

Evidence of Completion

attendance logs

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Usage of iStation Program with fidelity

Person Responsible

David Robbins

Schedule

Weekly, from 9/1/2015 to 5/30/2016

Evidence of Completion

iStation reports utilized to demonstrate student usage and growth

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Weekly iStation reports reviewed

Person Responsible

David Robbins

Schedule

Weekly, from 11/2/2015 to 5/30/2016



Evidence of Completion

Collection of iStation report usage by student- monitor amount of usage and academic growth

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA4 M305585	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA3 M305587	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.A2 A301080	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.A1 A301079	Before School Computer Math Lab Tutorial	Robbins, David	11/2/2015	Sign in attendance log, weekly reports from Dreambox Math demonstrating independent student progress.	5/27/2016 monthly
G2.B2.S2.MA1 M305597	Weekly iStation reports reviewed	Robbins, David	11/2/2015	Collection of iStation report usage by student- monitor amount of usage and academic growth	5/30/2016 weekly
G2.B2.S2.MA1 M305598	Usage of iStation Program with fidelity	Robbins, David	9/1/2015	iStation reports utilized to demonstrate student usage and growth	5/30/2016 weekly
G1.B1.S1.MA1 M305586	Student attendance in before school morning computer lab	soto, luz	9/19/2016	Weekly individual academic progress reports printed from online programs indicating session completion and skill growth.	9/19/2016 weekly
G2.B1.S1.MA1 M305591	Teacher/student feedback and growth demonstrated on iii, Tier 2/3 weekly progress monitoring &...	Ferraiolo, Margo	9/1/2016	School Based Team notes, iii accountability logs, Tier 2/3 compiled data, RRR correlation with diagnostic/ iReady data and survey/feedback from teacher and student	5/5/2017 weekly
G2.B1.S1.MA1 M305592	Daily implementation of the Leveled Literacy Intervention Program & Effective administration of...	Green, Laura	9/1/2016	School Based Team meeting notes and Tier 2 and Tier 3 data collection district forms/documents	5/5/2017 weekly
G2.B1.S1.A1 A301082	Fountas and Pinnell RRR Level 2 and Leveled Literacy Intervention Training	Green, Laura	8/31/2016	Agendas and Professional Development Sign In Sheet from training	5/5/2017 one-time
G1.B1.S1.MA1 M305584	Student math application skill and fact fluency monitored through grade level common assessments...	Robbins, David	9/19/2016	Students will complete 20 sessions in one month's time (every over a span of 90 days - 60 sessions).	5/12/2017 monthly
G1.MA1 M305590	Monthly distribution of classroom fluency growth reports and skill summary charts	Standish, Bernadette	9/19/2016	Data binder, student data chat conference log and attendance records.	5/26/2017 monthly
G2.B2.S1.MA1 M305595	Calendar of dates when notices, reminders are sent home for students	Monteith, Cara	9/19/2016	Notices home in all three languages, call out recordings, conference logs	5/26/2017 weekly
G2.B2.S1.MA1 M305596	Notification of before school lab attendance, student/parent data chats (progress)	Standish, Bernadette	9/19/2016	Call outs & notices home in all three languages for lab reminders, student/parent data chat conference notes,	5/26/2017 weekly
G2.B2.S1.A1 A301083	Implement participation of before school reading lab - targeted learners	Standish, Bernadette	9/19/2016	student attendance logs, iReady student data and growth charts, RRR data updates	5/26/2017 daily
G2.MA1 M305599	Monitor for increased reading proficiency	Standish, Bernadette	9/19/2016	Student will demonstrate growth determined by reports from iReady, Performance Matters, & RRR EDW data	6/2/2017 biweekly
G1.B1.S2.MA1 M305588	Mr. Robbins will meet with administration to update of the continuous use of the program, based...	Green, Laura	9/2/2016	Individualized teachers data reports from iReady math program.	6/2/2017 monthly
G1.B1.S2.MA1 M305589	Feedback from iReady Growth Reports to review during data chats with Teachers.	Green, Laura	9/2/2016	Teachers will turn in the information to Mr. Robbins to ensure the program is being implemented with fidelity.	6/2/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1  A301081	Consistent Rotation of Computer Labs, Laptop Carts & Mobile iPad Stations for student use	Robbins, David	9/9/2016	Teacher Sign Up Documents and Increased student usage (iReady reports)	6/2/2017 daily
G2.B2.S2.A1  A301084	Provide professional development to staff	Green, Laura	9/19/2016	attendance logs	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. Goal #2: If teachers implement a high quality education to all learners with rigorous standards-based instruction, using State standards, aligned curriculum, and assessments, then student achievement will increase in math lowest 25% learning gains to 75% by SY18.

G1.B1 Online program is offered online only and some students do not have access to computers at home.

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

Bernadette Standish

Participants

Teachers new to Citrus Cove Elementary or teachers who have not been trained on Dreambox

Schedule

Monthly, from 11/2/2015 to 5/27/2016

G2. If teachers incorporate effective and relevant instruction to meet the needs of all students then we will increase reading on grade level by third grade.

G2.B1 Highly qualified trained faculty available for proper implementation of Literacy Intervention Program

G2.B1.S1 Members of second and third grade teams will attend effective professional development (RRR lvi 2 & LLI) through the school district to ensure proper implementation

PD Opportunity 1

Fountas and Pinnell RRR Level 2 and Leveled Literacy Intervention Training

Facilitator

District designated training personnell

Participants

All ESE & ESOL Teachers, Grade 2 and Grade 3 Teachers

Schedule

On 5/5/2017

G2.B2 Maintaining 90% daily attendance, targeting third grade readers, and participation in morning Reading Lab before school

G2.B2.S1 Utilize call outs and written notices, in three languages, to communicate reminders regarding before school reading lab attendance.

PD Opportunity 1

Implement participation of before school reading lab - targeted learners

Facilitator

Laura Green, David Robbins, Bernadette Standish

Participants

Staff monitoring iReady reading lab before school

Schedule

Daily, from 9/19/2016 to 5/26/2017

G2.B2.S2 Provide tangible rewards that support building reading stamina (such as leveled texts, book marks, journals, etc).

PD Opportunity 1

Provide professional development to staff

Facilitator

Margo Ferraiolo, District Support

Participants

All faculty and staff

Schedule

Monthly, from 9/19/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Before School Computer Math Lab Tutorial				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5900		2071 - Citrus Cove Elementary School	Other		\$1,500.00
			<i>Notes: Educational & motivational student reward and incentive items for participation in tutorial.</i>			
2	G1.B1.S1.A2					\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000		2071 - Citrus Cove Elementary School	Other		\$20,000.00
			<i>Notes: Classroom set of iPad minis to be utilized during the day rotation and in aftercare.</i>			
3	G1.B1.S2.A1	Consistent Rotation of Computer Labs, Laptop Carts & Mobile iPad Stations for student use				\$0.00
4	G2.B1.S1.A1	Fountas and Pinnell RRR Level 2 and Leveled Literacy Intervention Training				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	120-Classroom Teachers	2071 - Citrus Cove Elementary School	School Improvement Funds		\$250.00
			<i>Notes: Materials to run LLI sessions</i>			
5	G2.B2.S1.A1	Implement participation of before school reading lab - targeted learners				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	611-Library Books for New Libraries	2071 - Citrus Cove Elementary School	School Improvement Funds		\$5,000.00
			<i>Notes: Increase the number of books in classroom libraries utilized by all students.</i>			
6	G2.B2.S2.A1	Provide professional development to staff				\$0.00
Total:						\$26,750.00