

Citrus Cove Elementary School



2014-15 School Improvement Plan

Citrus Cove Elementary School

8400 LAWRENCE RD, Boynton Beach, FL 33436

www.edline.net/pages/citrus_cove_elementary_school

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

58%

Alternative/ESE Center

No

Charter School

No

Minority

60%

School Grades History

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

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	34
Appendix 2: Professional Development and Technical Assistance Outlines	36
Professional Development Opportunities	37
Technical Assistance Items	39
Appendix 3: Budget to Support Goals	40

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

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.

School Environment

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 with strong moral character.

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 provide professional development to staff on increasing positive interactions with students.

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

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.

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 (i.e. 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.

Early Warning Systems

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

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

Citrus Cove will utilize data systems such as SAGES, 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).

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10	15	10	14	9	10	68
One or more suspensions	0	1	1	0	0	0	2
Course failure in ELA or Math	16	33	31	34	7	0	121
Level 1 on statewide assessment	0	0	0	43	34	20	97

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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 Triple iii and Tier students 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.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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 host fundraising events to increase parental involvement and build bridges for our community. These fundraisers provide money to use with programs and incentives for our students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Green, Laura	Principal
Barica, Rosemarie	Teacher, K-12
Harris, Jennifer	Teacher, K-12
Jenkins, Kim	Teacher, K-12
Zoumis, Christina	Teacher, K-12
Howell, Carol	Teacher, K-12
Correia, Sandy	Teacher, ESE
Robbins, David	Instructional Technology
Davis, Karen	Teacher, K-12
Cilley, Meghan	Instructional Media

Duties

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, 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.

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 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 (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 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.

? 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.

? 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Rich Miller	Parent
Laura Green	Principal
Loretta Grandis	Teacher
Allison Robinson	Parent
Julia Morien	Teacher
Eshwari Gorllapati	Parent
Colette Ceparano	Teacher
Jackie Hagman	Parent
JeTawn Shannon	Parent
Jodi Greenblatt	Parent
Juliette Pikul	Parent
Maria Mason	Parent
Marie Hanna	Teacher
Victoria Green	Parent
Debbie Wagerer	Business/Community
Bernadette Standish	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

Staff reviewed the outcomes from SY14 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.

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.

Preparation of the school's annual budget and plan

After reviewing the SY14 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.

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

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Green, Laura	Principal
Jenkins, Kim	Teacher, K-12
Zoumis, Christina	Teacher, K-12
Cilley, Meghan	Instructional Media
Correia, Sandy	Teacher, ESE
Harris, Jennifer	Teacher, K-12
Barica, Rosemarie	Teacher, K-12
Davis, Karen	Teacher, K-12
Howell, Carol	Teacher, K-12
Robbins, David	Instructional Technology

Duties

Describe how the LLT promotes literacy within the school

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.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Citrus Cove LTMs are scheduled twice a month for each grade level. The concept is that they will have a long LTM for 90 minutes to encourage common planning and the other LTM will be an hour to review data trends on assessments and classroom trends. Teachers are encouraged to work together to 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.

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, 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 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.

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Common Core standards are often discussed during faculty meetings, LTMs, grade level meetings, and leadership meetings. Our teachers are constantly reviewing our core 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.

Instructional Strategies

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

Data is 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 LTMs 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.

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 Common Core 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 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.

Strategy: Weekend Program

Minutes added to school year:

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

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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.

College and Career Readiness

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

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the lowest 25% for learning gains in math.
- G2.** Develop Writing throughout the curriculum.
- G3.** Increase the lowest 25% for learning gains in reading.

Strategic Goals Detail

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

G1. Increase the lowest 25% for learning gains in math. 1a

G045749

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	79.0
AMO Math - Asian	91.0
AMO Math - African American	65.0
AMO Math - Hispanic	72.0
AMO Math - White	89.0
AMO Math - ELL	59.0
AMO Math - SWD	72.0
AMO Math - ED	70.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- 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 G1. 8

Bi-weekly distribution of individual fluency growth reports and skill summary charts

Person Responsible

Laura Green

Schedule

Biweekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

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

G2. Develop Writing throughout the curriculum. 1a

G045751

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	77.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

1. Teachers & Administration attend cohorts to bring information to the teams.
2. Plan activities to address reading and writing across the curriculum
3. Collaborate, plan, and share best practices

Person Responsible

Laura Green

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

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

G3. Increase the lowest 25% for learning gains in reading. 1a

G045752

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	46.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- 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 G3. 8

Student comprehension using Leveled Literacy Intervention Program

Person Responsible

Sandy Correia

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion


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

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. Increase the lowest 25% for learning gains in math. **1**

 G045749

G1.B1 One session of Reflex Math is 15 -20 minutes in length. Student learning gains are highest when the program is implemented daily. **2**

 B113010

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

 S124326

Strategy Rationale

Action Step 1 **5**

Before School Computer Math Lab Tutorial

Person Responsible

Schedule

Monthly, from 11/1/2014 to 5/31/2015

Evidence of Completion

Sign in attendance log, weekly reports from Reflex 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 Math Lab

Person Responsible

David Robbins

Schedule

Weekly, from 11/1/2014 to 5/1/2015

Evidence of Completion

Weekly individual academic progress reports printed from Reflex Math Program 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 11/30/2014 to 5/31/2015

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 two computer lab sessions on the Fine Arts wheel, to ensure that each child is provided daily access time on Reflex Math.

4

S124327

Strategy Rationale

Action Step 1 5

Ensure students are having reflex math implemented on a daily basis.

Person Responsible

David Robbins

Schedule

Every 2 Months, from 9/1/2014 to 5/31/2015

Evidence of Completion

All students will be monitored by teachers (check by Mr. Robbins) to ensure they are receiving daily time on the Reflex program.

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

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

Reflex math provides feedback; including time spent on the program to individual teachers.

Person Responsible

David Robbins

Schedule

Every 2 Months, from 12/1/2014 to 5/31/2015

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

Every 2 Months, from 12/1/2014 to 5/31/2015


Evidence of Completion

Individualized teachers data from the Reflex math program.


G2. Develop Writing throughout the curriculum. 1

 G045751

G2.B1 Financial 2

 B113013

G2.B1.S1 Request SAC to assist with the funding. 4

 S124330

Strategy Rationale

Action Step 1 5

Bring to SAC the resources needed and funding that is required.

Person Responsible

Jackie Hagman

Schedule

Evidence of Completion

It will be recorded in the SAC minutes

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

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

Once we have financial approval, we will then make the needed purchases.

Person Responsible

Laura Green

Schedule

On 4/30/2015

Evidence of Completion

Once we have purchased the materials, we will inform SAC and it will be recorded in our minutes.

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G2.B2 Objectivity/Training 2

B113014

G2.B2.S1 Professional Development 4

S124331

Strategy Rationale

Action Step 1 5

We will continue to meet with our educators to continue to provide the professional development needed to ensure our students success.

Person Responsible

Jennifer Harris

Schedule

Every 6 Weeks, from 9/30/2014 to 5/1/2015

Evidence of Completion

Exit cards, e-mails, and agendas will show evidence of collaboration on what professional development is needed.

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

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

Professional developments will be created based upon the needs of our teachers.

Person Responsible

Jennifer Harris

Schedule

Monthly, from 8/31/2014 to 5/31/2015

Evidence of Completion

Professional Development Agendas based upon needs from previous meetings.

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

Person Responsible

Schedule

Evidence of Completion

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

Student data will be used to ensure we are effectively providing the proper professional development to our teachers.

Person Responsible

Laura Green

Schedule

Quarterly, from 10/1/2014 to 5/31/2015

Evidence of Completion

G2.B4 New/unfamiliar territory (incomplete scope/sequence) 2

 B113016

G2.B4.S1 Lead teachers will go to cohorts designed to assist them in training in order to bring back to school and train the staff. 4

 S124334

Strategy Rationale

Action Step 1 5

Lead teachers will share information with proper staff.

Person Responsible

Schedule

Monthly, from 8/31/2014 to 6/5/2015

Evidence of Completion

During common planning and LTMs this information will be shared.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Cohorts (one each grade level) will be the support for their specific grade level.

Person Responsible

Schedule

Monthly, from 8/31/2014 to 6/5/2015

Evidence of Completion

Through meeting notes, administration observation, and lesson plans; deeper understanding of the development of writing curriculum should become evident when paralleled to common core.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Person Responsible

Schedule

Evidence of Completion

G3. Increase the lowest 25% for learning gains in reading. 1

G045752

G3.B1 Highly qualified trained faculty available for proper implementation of Literacy Intervention Program 2

B113017

G3.B1.S1 Members of the Literacy Leadership Team will attend professional development through the school district to ensure proper implementation 4

S124335

Strategy Rationale

Action Step 1 5

Fountas and Pinnell Leveled Literacy Intervention Training

Person Responsible

Schedule

Evidence of Completion

Agendas and Professional Development Sign In Sheet from training

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Daily implementation of the Leveled Literacy Intervention Program

Person Responsible

Schedule

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 G3.B1.S1 7

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


Person Responsible

Schedule


Evidence of Completion

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

G3.B2 Maintaining 95% daily attendance and participation in morning Reading Lab before school 2

 B113018

G3.B2.S1 Utilize call outs and written notices, in three languages, to communicate reminders regarding before school reading lab attendance. 4

 S124337

Strategy Rationale

Action Step 1 5

Leveled Literacy Intervention training

Person Responsible

Schedule

Evidence of Completion

Training agenda and professional development sign in log

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Before School Computer Math Lab Tutorial		11/1/2014	Sign in attendance log, weekly reports from Reflex Math demonstrating independent student progress.	5/31/2015 monthly
G3.B1.S1.A1	Fountas and Pinnell Leveled Literacy Intervention Training		Agendas and Professional	once	

Palm Beach - 2071 - Citrus Cove Elementary School - 2014-15 SIP
Citrus Cove Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			Development Sign In Sheet from training		
G3.B2.S1.A1	Leveled Literacy Intervention training		Training agenda and professional development sign in log	once	
G1.B1.S2.A1	Ensure students are having reflex math implemented on a daily basis.	Robbins, David	9/1/2014	All students will be monitored by teachers (check by Mr. Robbins) to ensure they are receiving daily time on the Reflex program.	5/31/2015 every-2-months
G2.B1.S1.A1	Bring to SAC the resources needed and funding that is required.	Hagman, Jackie	12/17/2014	It will be recorded in the SAC minutes	one-time
G2.B2.S1.A1	We will continue to meet with our educators to continue to provide the professional development needed to ensure our students success.	Harris, Jennifer	9/30/2014	Exit cards, e-mails, and agendas will show evidence of collaboration on what professional development is needed.	5/1/2015 every-6-weeks
G2.B4.S1.A1	Lead teachers will share information with proper staff.		8/31/2014	During common planning and LTM's this information will be shared.	6/5/2015 monthly
G1.B1.S2.A2	[no content entered]			one-time	
G1.B1.S1.A2	[no content entered]			one-time	
G2.B1.S1.A2	[no content entered]			one-time	
G2.B2.S1.A2	[no content entered]			one-time	
G1.MA1	Bi-weekly distribution of individual fluency growth reports and skill summary charts	Green, Laura	10/6/2014	Data binder, student data chat conference log and attendance records.	6/5/2015 biweekly
G1.B1.S1.MA1	Student math application skill and fact fluency monitored through grade level common assessments and reflex math individual student growth/gain reports	Robbins, David	11/30/2014	Students will complete 20 sessions in one month's time (every over a span of 90 days - 60 sessions).	5/31/2015 monthly
G1.B1.S1.MA4	[no content entered]			one-time	
G1.B1.S1.MA1	Student attendance in before school morning computer Math Lab	Robbins, David	11/1/2014	Weekly individual academic progress reports printed from Reflex Math Program indicating session completion and skill growth.	5/1/2015 weekly
G1.B1.S1.MA3	[no content entered]			one-time	
G1.B1.S2.MA1	Mr. Robbins will meet with administration to update of the continuous use of the program, based upon individualized teachers data from the program.	Green, Laura	12/1/2014	Individualized teachers data from the Reflex math program.	5/31/2015 every-2-months
G1.B1.S2.MA1	Reflex math provides feedback; including time spent on the program to individual teachers.	Robbins, David	12/1/2014	Teachers will turn in the information to Mr. Robbins to ensure the program is being implemented with fidelity.	5/31/2015 every-2-months
G2.MA1	1. Teachers & Administration attend cohorts to bring information to the teams. 2. Plan activities to address reading and writing across the curriculum 3. Collaborate, plan, and share best practices	Green, Laura	9/1/2014	1. Lesson Plans 2. Through us in classroom 3. Productive LTM	6/5/2015 monthly
G2.B1.S1.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	Once we have financial approval, we will then make the needed purchases.	Green, Laura	11/30/2014	Once we have purchased the materials, we will inform SAC and it will be recorded in our minutes.	4/30/2015 one-time
G2.B1.S1.MA3	[no content entered]			one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1	Student data will be used to ensure we are effectively providing the proper professional development to our teachers.	Green, Laura	10/1/2014		5/31/2015 quarterly
G2.B2.S1.MA1	Professional developments will be created based upon the needs of our teachers.	Harris, Jennifer	8/31/2014	Professional Development Agendas based upon needs from previous meetings.	5/31/2015 monthly
G2.B2.S1.MA3	[no content entered]			one-time	
G2.B4.S1.MA1	[no content entered]			one-time	
G2.B4.S1.MA1	Cohorts (one each grade level) will be the support for their specific grade level.		8/31/2014	Through meeting notes, administration observation, and lesson plans; deeper understanding of the development of writing curriculum should become evident when paralleled to common core.	6/5/2015 monthly
G3.MA1	Student comprehension using Leveled Literacy Intervention Program	Correia, Sandy	9/1/2014	Student will demonstrate growth in progress monitoring and not advance in tiered system for support	6/5/2015 monthly
G3.B1.S1.MA1	Teacher/student feedback and growth demonstrated on Tier 2 and Tier 3 weekly progress monitoring		School Based Team notes, Tier 2 and Tier 3 compiled data, and survey/ feedback from teacher and student	once	
G3.B1.S1.MA1	Daily implementation of the Leveled Literacy Intervention Program		School Based Team meeting notes and Tier 2 and Tier 3 data collection district forms/ documents	once	
G3.B2.S1.MA1	[no content entered]			once	
G3.B2.S1.MA1	[no content entered]			once	
G3.B2.S2.MA1	[no content entered]			once	
G3.B2.S2.MA1	[no content entered]			once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. 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

Schedule

Monthly, from 11/1/2014 to 5/31/2015

G2. Develop Writing throughout the curriculum.

G2.B2 Objectivity/Training

G2.B2.S1 Professional Development

PD Opportunity 1

We will continue to meet with our educators to continue to provide the professional development needed to ensure our students success.

Facilitator

Will be based upon the needs of the teachers.

Participants

Instructional staff

Schedule

Every 6 Weeks, from 9/30/2014 to 5/1/2015

G3. Increase the lowest 25% for learning gains in reading.

G3.B1 Highly qualified trained faculty available for proper implementation of Literacy Intervention Program

G3.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

Schedule

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 3: Increase the lowest 25% for learning gains in reading.	250
Grand Total	250

Goal 3: Increase the lowest 25% for learning gains in reading.		
Description	Source	Total
B1.S1.A1 - Materials to run LLI sessions	School Improvement Funds	250
B1.S1.A1 - Materials to run LLI sessions	School Improvement Funds	0
Total Goal 3		250