

Citrus Springs Elementary School

School Improvement Plan 2018-2019



Mission/Vision: We, the students, staff, parents, and community members of Citrus Springs Elementary School will provide a learner-centered environment where students are given a well-rounded foundation of knowledge on a safe campus. By working together, our students will become literate, productive and successful citizens of a global community. We will strive to maintain each child's right to learn through appropriate learning experiences, sound discipline policies and a respect for self and others. We pledge to communicate to parents and involve them in this process.

EQ: How can we improve instructional effectiveness and increase student achievement and performance?

Areas of Focus:

1. 5D Purpose and Student Engagement
2. Increase Math Performance
3. Increase ELA Performance

Action Steps		Evaluation	
Strategies/Steps	Measures of Progress		
Core Content Areas	<ol style="list-style-type: none"> 1. Schedule PD focusing on literacy across all content areas <ol style="list-style-type: none"> a. 120 Minute ELA Block <ol style="list-style-type: none"> i. The Screening Process - PD on determining reading deficiencies ii. Study and Implement Guided Reading Focusing on 1-3 (leveling, planning for instruction) iii. Unpacking ELA Standards and Planning Standards Based Reading Instruction iv. Integrate Social Studies and Science v. Explore and Implement Differentiation Strategies to strengthen ELA instruction led by ESE specialist (technology focus) b. Literacy Team Collaboration / Lesson Study <ol style="list-style-type: none"> i. Monthly Meetings ii. Lesson Study - Working to create lessons that have effective purpose and focus, addressing the standard. 2. Strengthen Math Practices and Interventions <ol style="list-style-type: none"> i. Define what an effective math block looks like (sharing ideas including small group, differentiation and the use of manipulatives). ii. Create a voluntary PLC for math on Monday's for 30 minutes iii. Create a schedule that allows for Tier 3 Math and Tier 3 Reading by utilizing 	<p>-Walk through Data</p> <ol style="list-style-type: none"> a. Monthly review with Leadership Team b. Quarterly review with Staff <p>-Monthly Progress Monitoring of BQ</p> <p>-Quarterly review of data with staff through Data Days</p>	<p>ELA learning gains will increase from 60% to 65%</p> <p>Math learning gains will increase from 57% to 65%</p> <p>Our BQ for ELA will increase from 52% to 55%</p> <p>Our BQ for Math will increase from 48% to 55%</p>



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Action Steps		Evaluation
Strategies/Steps	Measures of Progress	
<p>Core Content Areas (cont.)</p> <p>Florida Ready math as an intervention every other week during SPA time. iv. Explore A/B switch days in 5th grade</p> <p>3. Review and implement the use of the 5D walkthrough tool with a focus on Purpose and Student Engagement</p> <p>i. PD will be provided on the walk through tool and rubric during the preplanning week</p> <p>ii. Overview of 5D self reflection tool</p> <p>iii. Administrators conduct walk throughs and provide feedback</p> <p>iv. Create a specific checklist for the literacy framework to be used by the leadership team.</p>	<p>-Study Island data will be used to monitor Tier 2/3 math intervention</p> <p>-Share literacy framework check list data with staff</p>	



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Action Steps		Evaluation
Strategies/Steps	Measures of Progress	
Behavior	<ul style="list-style-type: none"> -Positive behavior referrals with brag tags and family phone calls -Continue implementation of Time to Teach Strategies -Transitional Behavior Class -Continued Training on Trauma Sensitive Schools 	<p>-95% of all students will not have a discipline referral</p>
Other		

School Grades									
2010	2011	2012	2013	2014	2015	2016	2017	2018	
A	A	A	B	B	A	C	B	B	



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Early Warning System

Required for schools including any of grades K-8, pursuant to section 1001.42(18)(a)2., F.S

1. Describe the school's early warning system and provide a list of the early warning indicators used in the system. At a minimum, this list must include the following:
 - i. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 - ii. One or more suspensions, whether in school or out of school
 - iii. Course failure in English Language Arts or mathematics
 - iv. Grades K-2: "High Risk" on FastBridge earlyReading and/or earlyMath assessments
Grades 3-5: Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Our early warning system includes students that have an attendance rate of less than 90%, one or more school suspensions, failure in ELA or Math, and high risk scores in FastBridge Reading and Math or a level 1 proficiency score on FSA or FSAA.

2. Provide the following data related to the school's early warning system:
 - i. The number of students by grade level that exhibit each early warning indicator listed above
 - ii. The number of students identified by the system as exhibiting two or more early warning indicators

	Attendance	Suspension	Course Failure	Level 1
KDG	10	1	0	0
Grade 1	23	8	0	9
Grade 2	7	17	6	10
Grade 3	9	14	0	3
Grade 4	11	12	1	7
Grade 5	14	19	6	16

	Two or More EWS Indicators
KDG	0
Grade 1	9
Grade 2	10
Grade 3	3
Grade 4	7
Grade 5	16

3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

The Multi-Tiered System of Supports Problem Solving Team process at CSE is used to review students identified in the EWS as having 2 or more indicators of risk. Tier II intervention services are provided by classroom teachers using researched based materials and progress monitoring data is collected. Tier III services are provided through the Title 1 department with increased intensity using research based intervention programs. Progress monitoring data is collected and entered in a data tracking system. Teachers, administrators, and the Teacher on Special Assignment meet quarterly in data day sessions to review student performance and make adjustments to interventions. At grades 3-5 students with multiple risk factors are invited to participate in after school tutoring hosted by our teachers.

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

Teachers are given common planning times, are supported in meeting weekly for collaborative planning, and are empowered to host and/or attend learning sessions for best practices.

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

Through intensive professional development our teachers have been trained in unpacking standards. Each grade level team has worked together to develop lessons through a guided planning process that helps to align the standards to our instruction. Lesson plans are reviewed, classroom walkthroughs are completed regularly, and formal observations are conducted with an emphasis on standards-based instruction.

6. 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.

Classroom teachers are asked to provide differentiated instruction in all core subjects. Support is provided by the Teacher on Special Assignment, the Teacher of the Gifted, and the ESE Staffing specialist in reference to accommodations, modifications, and supplemental materials. Grades 3-5 participate in Citrus Assessments and use the information from the assessments to guide their instruction. Supplemental materials are also provided that are standards-based.