

The School District of Palm Beach County

Citrus Cove Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	16
Title I Requirements	18
Budget to Support Goals	20

Citrus Cove Elementary School

8400 LAWRENCE RD, Boynton Beach, FL 33436

<https://cces.palmbeachschools.org>

Demographics

Principal: Natalie Cromwell

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (59%) 2017-18: B (59%) 2016-17: A (63%) 2015-16: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>60%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>69%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	A	A

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

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. 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: School Information

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 and/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 Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Cromwell, Natalie	Principal	As the school leader, the principal makes all final school wide decisions around instructional practices, safety, protocols and leads school wide culture. She manages all faculty, facility and systems issues that may arise.
Placido, Zach	Teacher, K-12	As grade leader, his duties and responsibilities are, but are not limited to, leading grade level PLCs, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping problem solving with grade level issues.
Harris, Jennifer	Teacher, K-12	As grade leader, her duties and responsibilities are, but are not limited to, leading grade level PLCs, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping with problem solving with grade level issues.
Hoffman, Jessica	Teacher, K-12	The duties and responsibilities of a Tech Lab teacher is to ensure innovative instruction for all students in grades K-5. The Tech Lab teacher provides opportunities for students to use technology, hands-on engineering projects and utilize STEM techniques in daily instruction.
Stibal, Stefanie	Teacher, K-12	As grade leader, her duties and responsibilities are, but are not limited to, leading grade level PLCs, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping with problem solving with grade level issues.
Orloski, Heather	Teacher, K-12	As grade leader, her duties and responsibilities are, but are not limited to, leading grade level PLCs, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping with problem solving with grade level issues.
Lent, Samantha	Teacher, K-12	As grade leader, her duties and responsibilities are, but are not limited to, leading grade level PLCs, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping with problem solving with grade level issues.
Goldstein, Sydney	Teacher, K-12	As grade leader, her duties and responsibilities are, but are not limited to, leading grade level PLCs, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping with problem solving with grade level issues.
Grandis, Lorretta	Teacher, K-12	As grade leader, her duties and responsibilities are, but are not limited to, leading grade level PLCs, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping with problem solving with grade level issues.

Name	Title	Job Duties and Responsibilities
Cruz, O'Mayra	Assistant Principal	The role of the assistant principal is to support and co-lead all school wide decisions around instructional practices, safety, protocols and school wide culture collaboratively with the school principal. She supports teachers with instructional practices, communicates with parents, and provides administrative support in all areas of the school.
Lyons, Michelle	Teacher, K-12	As grade leader, her duties and responsibilities are, but are not limited to, leading grade level PLCs, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping with problem solving with grade level issues.
Gallego, Marya	Teacher, K-12	As grade leader, her duties and responsibilities are, but are not limited to, leading grade level PLCs, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping with problem solving with grade level issues.
Koesten, Alan	Teacher, K-12	As grade leader, his duties and responsibilities are, but are not limited to, leading grade level PLCs, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping problem solving with grade level issues.
soto, luz	Teacher, ESE	As ESE Coordinator and team leader, her duties and responsibilities are, but are not limited to, leading grade level PLCs, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping with problem solving.
Dietrick, Sarah	Teacher, PreK	As grade leader, her duties and responsibilities are, but are not limited to, leading grade level PLCs, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping with problem solving with grade level issues.
Riley, Heather	Administrative Support	The confidential administrative assistant works closely with the school principal around personnel, facilities, budget, resources, transportation, systems, payroll, and other essential areas.
Barica, Rosemarie	Teacher, K-12	As the Fine Arts leader, her duties and responsibilities are, but are not limited to, leading Fine Arts PLCs, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping problem solving with grade level and specific Fine Arts issues.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	180	196	173	195	183	214	0	0	0	0	0	0	0	1141
Attendance below 90 percent	31	21	16	19	18	23	0	0	0	0	0	0	0	128
One or more suspensions	0	1	0	6	1	1	0	0	0	0	0	0	0	9
Course failure in ELA or Math	35	59	31	68	32	31	0	0	0	0	0	0	0	256
Level 1 on statewide assessment	0	0	0	60	33	60	0	0	0	0	0	0	0	153

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	14	9	5	53	28	32	0	0	0	0	0	0	0	141

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	1	12	11	27	0	0	0	0	0	0	0	54
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

94

Date this data was collected or last updated

Friday 9/6/2019

Prior Year - As Reported

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	38	17	24	27	25	15	0	0	0	0	0	0	0	146
One or more suspensions	0	1	0	2	1	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	48	47	41	60	72	23	0	0	0	0	0	0	0	291
Level 1 on statewide assessment	0	0	0	30	61	23	0	0	0	0	0	0	0	114

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	13	7	10	38	54	16	0	0	0	0	0	0	0	138

Prior Year - Updated

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	38	17	24	27	25	15	0	0	0	0	0	0	0	146
One or more suspensions	0	1	0	2	1	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	48	47	41	60	72	23	0	0	0	0	0	0	0	291
Level 1 on statewide assessment	0	0	0	30	61	23	0	0	0	0	0	0	0	114

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	13	7	10	38	54	16	0	0	0	0	0	0	0	138

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	63%	58%	57%	63%	53%	55%
ELA Learning Gains	61%	63%	58%	65%	59%	57%
ELA Lowest 25th Percentile	51%	56%	53%	52%	55%	52%
Math Achievement	65%	68%	63%	71%	62%	61%
Math Learning Gains	67%	68%	62%	67%	62%	61%
Math Lowest 25th Percentile	53%	59%	51%	62%	53%	51%
Science Achievement	55%	51%	53%	58%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	180 (0)	196 (0)	173 (0)	195 (0)	183 (0)	214 (0)	1141 (0)
Attendance below 90 percent	31 (38)	21 (17)	16 (24)	19 (27)	18 (25)	23 (15)	128 (146)
One or more suspensions	0 (0)	1 (1)	0 (0)	6 (2)	1 (1)	1 (0)	9 (4)
Course failure in ELA or Math	35 (48)	59 (47)	31 (41)	68 (60)	32 (72)	31 (23)	256 (291)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	60 (30)	33 (61)	60 (23)	153 (114)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	54%	4%	58%	0%
	2018	67%	56%	11%	57%	10%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	68%	62%	6%	58%	10%
	2018	60%	58%	2%	56%	4%
Same Grade Comparison		8%				
Cohort Comparison		1%				
05	2019	61%	59%	2%	56%	5%
	2018	71%	59%	12%	55%	16%
Same Grade Comparison		-10%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	54%	65%	-11%	62%	-8%
	2018	74%	63%	11%	62%	12%
Same Grade Comparison		-20%				
Cohort Comparison						
04	2019	69%	67%	2%	64%	5%
	2018	54%	63%	-9%	62%	-8%
Same Grade Comparison		15%				
Cohort Comparison		-5%				
05	2019	63%	65%	-2%	60%	3%
	2018	70%	66%	4%	61%	9%
Same Grade Comparison		-7%				
Cohort Comparison		9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	54%	51%	3%	53%	1%
	2018	69%	56%	13%	55%	14%
Same Grade Comparison		-15%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C 2017-18
SWD	40	49	50	52	63	60	24				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	47	53	37	48	65	55	24				
ASN	81	73		97	75		80				
BLK	51	53	41	49	58	47	55				
HSP	54	61	51	59	70	63	39				
MUL	69	60		68	43						
WHT	78	66	65	81	73	60	67				
FRL	51	58	50	54	64	55	44				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	38	42	39	38	35	30	23				
ELL	33	37	41	58	33	35					
ASN	81	74		97	89						
BLK	59	60	52	50	52	39	65				
HSP	58	58	38	65	53	38	60				
MUL	72			78							
WHT	79	62	41	78	60	48	88				
FRL	56	56	44	59	53	41	63				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	22	40	47	39	55	60	18				
ELL	32	57	55	55	75	76	23				
ASN	92	75		100	81						
BLK	58	63	52	61	63	61	54				
HSP	49	60	49	63	67	66	41				
MUL	40			30							
WHT	77	71	69	83	71	50	77				
FRL	49	60	52	59	64	64	40				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	476

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends.

The data component that performed the lowest was our overall Grade 3 Math Scores with 54% proficiency. Contributing factors were behavior interruptions, test sophistication units, no tutoring programs offered to students, iReady not being done with fidelity. At a significant 20% decline from last year, this is not a trend.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Based on our data, the greatest decline was 3rd Grade Math Scores. 3rd grade dropped from 74% proficiency to 54% proficiency (a 20% drop). Contributing factors include: behavior interruptions, test sophistication units, no tutoring programs offered to students, iReady not being done with fidelity.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The biggest gap when comparing Citrus Cove with the state average was Grade 3 Math scores. Our school scores were 54% proficiency, while the state’s average was 62% (-8%) difference. This is not a trend since last year 3rd grade outperformed the state by 12%. Factors that contributed to the difference are iReady Math not being done with fidelity and lack of a tutoring program for the students.

Which data component showed the most improvement? What new actions did your school take in this area?

The area which showed the most improvement was in the Grade 4 ELA scores showing an increase of 8% in the same grade comparison. This area showed improvement due to the consistent implementation of common planning among grade members. Teachers were held accountable for planning as a grade level to resolve grade level challenges and aim to provide consistent support to students in ELA and other content areas.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The two potential areas of concern for this academic year would be a focus on our current 3rd grade in both ELA and Mathematics since 3rd grade had a decline of 58% (-9%) in ELA and 54% (-20%) in Mathematics last year. The second focus would be on our current 5th grade since there was a 54% (-15%) decrease in Science scores from the previous year.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. 3rd grade Mathematics
2. 3rd grade ELA
3. 5th grade Science
4. 4th grade ELA
5. 4th grade Mathematics

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure 3rd grade student achievement in ELA and Math. This is in alignment with the District's Strategic Plan; #2 High School Readiness
Rationale	The data component that performed the lowest were our 3rd Grade students. In ELA, they had a 58% proficiency rate which is a 9% decline from the previous year. In Math, they had a 54% proficiency rate, which is a 20% decline from last school year.
State the measureable outcome the school plans to achieve	Citrus Cove will focus on 3rd grade ELA and Math by using small group teaching, learning stations to review basic skills, building on prior knowledge, enhance/enrich group activities, and utilize technology to individualize learning with iReady ELA and Success Maker Math programs to increase 3rd grade ELA proficiency to 68% (a 10% increase) and Math proficiency to 65% (a 11% increase).
Person responsible for monitoring outcome	Natalie Cromwell (natalie.cromwell@palmbeachschools.org)
Evidence-based Strategy	Third grade teachers will participate in grade level Professional Learning Communities (PLCs). Grade Chairs will lead PLC members to plan for small group instruction, analyze FSQ data and form student strategy groups. Teachers will participate in common planning and unpacking 3rd grade ELA and Math standards in their PLC time. New teachers will be supported through our ESP program and work with their mentors on best practices. We will utilize our district support, and cadres in the areas of ELA and Mathematics to help support teachers. Teachers will observe peers using small group instruction. Teachers will participate in PD in the use of technology in the classroom, and create interactive journals, while utilizing district scope and sequence to create standards calendars. In addition, we have a school wide initiative to incorporate Reading Counts to promote literacy across the grade level.
Rationale for Evidence-based Strategy	The rationale is that PLCs are a evidence based strategy that allows teachers to collaborate and share ideas to promote student success. In the pillars of effective instruction model, the students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required Florida State Statute 1003.42 continuing to develop a single school culture.
Action Step	
Description	<ol style="list-style-type: none"> 1. 4th Grade Teachers participate in grade level PLCS 2. Analyze FSQ/USA/Diagnostic data to create remediation/ strategy groups 3. Observe highly effective peer teacher's small group instruction strategies 4. Utilize iReady and Success Maker as a core part of small group rotations 5. Common planning to unpack standards and create standards calendar based on Blender and Scope and Sequence
Person Responsible	Natalie Cromwell (natalie.cromwell@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels,

including but not limited to:

- (a) History of Holocaust
- (b) History of Africans and African Americans
- (c) Hispanic Contributions
- (d) Women's Contributions
- (e) Sacrifices of Veterans, and the value of Medal of Honor recipients

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Federalist papers: Republican form of government
- Flag education
- Civil government: functions and interrelationships
- History of the United States
- Principles of Agriculture
- Effects of alcohol and narcotics
- Kindness to animals
- Florida history
- Conservation of natural resources
- Health education
- Free enterprise
- Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of the students. Parents are encouraged and invited to many different events at Citrus Cove. We host a variety of academic themed family nights such as- Curriculum Night, Literacy Night, STEAM Night, Science Fair Night, Kindergarten Roundup, and a Math Night. Our ELL department will host Parent University training that focuses 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 performance, school wide health and wellness fun run, several family events, and enrichment academies. 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. All communication sent to families are translated from English to Spanish and Haitian-Creole.

PFEP Link

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

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 implements a tiered model for delivery of instruction for academics and behavior. Core instruction is provided in the classroom using research-based strategies and pedagogy. Inclusion practices provide LRE for all learners. Supplemental instruction includes SAI and iii for students who are in need of intervention services.

School-Based Team meetings are held weekly, monthly and as needed but ongoing for attendance or homelessness. 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. Pupil Progression Plans, Conference Records, Data Chats and SBT files are utilized to monitor fidelity.

SwPBS monthly meetings are held on the third Monday of the month at 2:15 pm. These meetings are comprised of: Rtl Facilitator, Administration, ESE Teacher and one teacher from each grade level. The purpose of SwPBS is to focus on student academic & behavioral success. 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.

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. Action plans updated during team meetings, instill an appreciation for multicultural diversity through our anti-bullying campaign, our focus is on kindness to others therefore fostering the positive, structured lessons, and implementation of SwPBS programs.

SW-PBS Purpose: The purpose 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.

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Citrus Cove offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

To assist with the transition of school-based and community children into the kindergarten program at Citrus Cove Elementary, the teachers collaboratively engage in the following kindergarten transition activities:

Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education)

Scheduling of a talk/meeting with preschool children's families

Distribution of a letter, flyer or informational brochure sent to families of preschool children, holding an open house for families of incoming kindergarten children, and scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher.

In addition, we ensure to make plans for preschool children to practice kindergarten routines, such as carrying lunch tray, schedule opportunities or creating guides for reading books or having conversations with children about what kindergarten will be like and distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten.

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.

Leadership Meetings are held every third Monday of the month at 2:15 pm. These meetings are comprised of Grade level chairpersons, the lead teacher from Exceptional Student Education (ESE), teachers of English Language Learners (ELL), Fine Arts Department, and Administration. The purpose of Leadership Team Meetings is 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. These collaborative meetings help monitor the school wide action plan and school culture to attain short and long term goals throughout the academic year.

The school principal leads the agenda in which to be discussed. All members are informed of the personnel, instructional or curricula information and are provided an opportunity to ask questions and respond. The inventory of resources are kept by the school Treasurer. An open door policy is welcomed for problem solving in the distribution of resources however, the assessment of inventory and where the highest needs are throughout the school, is most prominent.

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

In alignment to school board 2.09 and Florida State statue 1003.42, our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics and women with in US History. The students also participate in an annual Career Day where students are exposed a vast amount of careers.

Representatives and professionals from an array of careers present to the students describing their roles, responsibilities and how they impact the community. Students are given an opportunity to ask questions for more information. In addition, our most prominent STEAM partnership is with the Reef Institute which provides students with the opportunity to gain knowledge of and exposure to ocean life and preservation. The partnership includes an after-care program, virtual field trips, assistance on field trips to various locations and hands-on experiences. These opportunities will prepare our students to be critical thinkers and global citizens in the world.

Part V: Budget

1	III.A.	Areas of Focus: To ensure 3rd grade student achievement in ELA and Math. This is in alignment with the District's Strategic Plan; #2 High School Readiness				\$4,052.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	5000	120-Classroom Teachers	2071 - Citrus Cove Elementary School	Other	1086.0	\$4,052.00
					Total:	\$4,052.00