

The School District of Palm Beach County

Citrus Cove Elementary School



2018-19 Schoolwide Improvement Plan

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Citrus Cove Elementary School

8400 LAWRENCE RD, Boynton Beach, FL 33436

<https://cces.palmbeachschools.org>

School Demographics

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

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	A	A	A*

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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
Green, Laura	Principal
Standish, Bernadette	Assistant Principal
Ferraiolo, Margo	Teacher, ESE
Jenkins, Kim	Teacher, K-12
Placido, Zach	Teacher, K-12
Harris, Jennifer	Teacher, K-12
Hoffman, Jessica	Teacher, K-12
Stibal, Stefanie	Teacher, K-12
Sargent, Jillian	Teacher, K-12
Orloski, Heather	Teacher, K-12
Michalek, Susan	Teacher, K-12
Maroon, Stephanie	Teacher, K-12
Lent, Samantha	Teacher, K-12
Howell, Carol	Teacher, K-12
Goldstein, Sydney	Teacher, K-12
Grandis, Lorretta	Teacher, K-12
Robbins, David	Instructional Technology
soto, luz	Teacher, ESE

Duties

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

Our Instructional Leadership team will meet monthly to monitor the results of each grade level as in accordance to our school improvement plan. They will bring analyzed data, questions and concerns

from their PLC to discuss at each meeting. Leadership will then make decisions to adjust focus calendars, reteach strategies and assessments to bring back to their teams for implementation. Instructional Leadership Team Members will participate and lead their grade levels in bi weekly PLCs.

Early Warning Systems

Year 2017-18

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 identified by the system as exhibiting two or more early warning indicators:

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

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	0	0	0	11	0	0	0	0	0	0	0	0	0	11
Retained Students: Previous Year(s)	1	1	2	11	28	8	0	0	0	0	0	0	0	51

Date this data was collected

Tuesday 8/28/2018

Year 2016-17 - 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	26	25	33	27	20	26	0	0	0	0	0	0	0	157
One or more suspensions	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	23	43	0	0	0	0	0	0	0	66

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

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

Year 2016-17 - 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	26	25	33	27	20	26	0	0	0	0	0	0	0	157
One or more suspensions	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	23	43	0	0	0	0	0	0	0	66

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

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was our lowest 25% in math with 43% learning gains, which dropped from 62% the prior year. This was a significant drop from the prior year, so it is not a trend.

Which data component showed the greatest decline from prior year?

Based on our data the greatest decline from the prior year was our Lowest 25% in math. Citrus Cove dropped from 62% learning gains to 43% learning gains.

Which data component had the biggest gap when compared to the state average?

The biggest gap when comparing Citrus Cove with the state average was the lowest 25% in math. The state was at 47% and Citrus Cove was at 43% with regards to learning gains in math.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was 5th grade Science from 58% proficient in 2017 to 72% proficient this year. Citrus Cove is significantly above the state which is at 55% proficient. We had a drop last year, but our trend has been an increase each year.

Describe the actions or changes that led to the improvement in this area.

Our actions take that helped improve our 5th grade science scores were professional development, use of a focus calendar (specific and targeted), PLC focus on science, additional support from the Fine Arts team through STEAM, STEM Lab resource teacher, and the addition of Aquaponics Labs with field trips to Healthy Aquatics Center and the Kennedy Space Center.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	67%	57%	56%	63%	52%	52%
ELA Learning Gains	61%	61%	55%	61%	56%	52%
ELA Lowest 25th Percentile	45%	56%	48%	52%	51%	46%
Math Achievement	69%	65%	62%	70%	61%	58%
Math Learning Gains	58%	63%	59%	76%	61%	58%
Math Lowest 25th Percentile	43%	53%	47%	60%	51%	46%
Science Achievement	72%	56%	55%	71%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	38 (26)	17 (25)	24 (33)	27 (27)	25 (20)	15 (26)	146 (157)
One or more suspensions	0 (0)	1 (0)	0 (1)	2 (1)	1 (0)	0 (0)	4 (2)
Course failure in ELA or Math	48 (0)	47 (0)	41 (0)	60 (0)	72 (0)	23 (0)	291 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	30 (0)	61 (23)	23 (43)	114 (66)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	67%	56%	11%	57%	10%
	2017	55%	54%	1%	58%	-3%
Same Grade Comparison		12%				
Cohort Comparison						
04	2018	60%	58%	2%	56%	4%
	2017	71%	57%	14%	56%	15%
Same Grade Comparison		-11%				
Cohort Comparison		5%				
05	2018	71%	59%	12%	55%	16%
	2017	62%	52%	10%	53%	9%
Same Grade Comparison		9%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	74%	63%	11%	62%	12%
	2017	67%	62%	5%	62%	5%
Same Grade Comparison		7%				
Cohort Comparison						
04	2018	54%	63%	-9%	62%	-8%
	2017	68%	64%	4%	64%	4%
Same Grade Comparison		-14%				
Cohort Comparison		-13%				
05	2018	70%	66%	4%	61%	9%
	2017	69%	61%	8%	57%	12%
Same Grade Comparison		1%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	69%	56%	13%	55%	14%
	2017					
Cohort Comparison						

Subgroup Data

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				

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
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				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title To ensure student achievement with the Lowest 25% in Math in alignment to the District's Strategic Plan; LTO # 2 High school readiness.

Rationale The data component that performed the lowest was our lowest 25% in math with 43% learning gains, which was a significant drop from 62% the prior year.

Intended Outcome Citrus Cove will focus on the lowest 25% in 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 Math program to increase learning gains to 75% in SY 2019 and 90% in SY 2021.

Point Person Laura Green (laura.green.2@palmbeachschools.org)

Action Step

Description The action steps for Citrus Cove are teachers will observe peer teachers using small group instruction, professional development in the use of technology in the classroom, make and take station ideas shared in PLC's for the grade level math teachers, best practices shared at PLC. The pillars of effective instruction students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statue 1003.42 continuing to develop a single school culture.

Person Responsible Laura Green (laura.green.2@palmbeachschools.org)

Plan to Monitor Effectiveness

Description We will use FSQ and USA/OLA data from Performance Matters to analyze data at our grade level PLCs. We will also use the districts winter diagnostic scores and iReady diagnostic given 3x per year to monitor growth with our students in math.

Person Responsible Laura Green (laura.green.2@palmbeachschools.org)

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 Pilot SIP 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.

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

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 will ensure that students engage with identified staff (ELL and school counselor, school-based team leader, identified mentors, administration, and resource/support facilitation teachers) to provide a differentiated delivery of services based on student/school need. Citrus Cove intervention team members will ensure implementation of the 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. Social emotional curriculum will be used as it is identified within the classroom guidance lessons.

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, we 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.

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 includes SAI and iii.

PLC Meetings are completed by grade level and twice a month from 2:00 p.m. to 3:30 p.m.. PLCs are comprised of: grade level specific faculty, ESE and ESOL teachers who collaborate with specific grade levels, trained Learning Team Facilitator, and administration. Agendas, FSQ, RRR, PBPA, USA, Unify, iReady, and Item Analysis Tools are utilized to monitor fidelity.

School-Based Team biweekly meetings are held on Mondays at 2:00 - 3:30 pm 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 fourth Monday of the month at 2:15 pm. These meetings are comprised of: Rtl Facilitator, Administration, ESE Teacher and one lead 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.

Leadership Meetings are held the third Monday of each month at 2:15 pm. 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 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.

Literacy Leadership Meetings are held the second Monday of each month at 2:15 pm. These meetings are comprised of Grade level Literacy chairpersons, lead teachers from ESE, ESOL, Fine Arts, 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.

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 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 statute 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.

Part V: Budget

Total:	\$0.00
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