

The School District of Palm Beach County

# Citrus Cove Elementary School



2020-21 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Positive Culture &amp; Environment</b>	<b>19</b>
<b>Budget to Support Goals</b>	<b>21</b>

# 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (59%) 2017-18: B (59%) 2016-17: A (63%) 2015-16: A (65%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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, position title, and job duties/responsibilities 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.
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.
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.
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.

Name	Title	Job Duties and Responsibilities
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.

**Demographic Information**

**Principal start date**

Monday 7/1/2019, Natalie Cromwell

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

**Total number of teacher positions allocated to the school**

82

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (59%) 2017-18: B (59%) 2016-17: A (63%) 2015-16: A (65%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	149	174	155	173	161	166	0	0	0	0	0	0	0	978
Attendance below 90 percent	38	33	22	19	20	22	0	0	0	0	0	0	0	154
One or more suspensions	1	2	2	0	1	1	0	0	0	0	0	0	0	7
Course failure in ELA	0	31	44	41	47	30	0	0	0	0	0	0	0	193
Course failure in Math	0	8	11	30	22	24	0	0	0	0	0	0	0	95
Level 1 on 2019 statewide ELA assessment	0	0	0	0	11	25	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide Math assessment	0	0	0	0	10	36	0	0	0	0	0	0	0	46
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	80	62	75	0	0	0	0	0	0	0	217
FY20 Math Winter Diag Levels 1 & 2	0	0	0	68	67	49	0	0	0	0	0	0	0	184

**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	0	20	19	30	29	39	0	0	0	0	0	0	0	137

**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	1	0	3	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Wednesday 9/2/2020

**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	
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

**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
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

**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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**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	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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 Accel 2017-18
SWD	40	49	50	52	63	60	24				
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				

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
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
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	
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
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 2018-2019 overall Grade 3 FSA Math Scores with 54% proficiency. Contributing factors were behavior interruptions, test sophistication units, no tutoring programs offered to students, and iReady not being done with fidelity. At a significant 20% decline from last year, this is not a trend. In the 2019-2020 SY, this cohort of students scored 49.6% proficient on the District Mathematics Diagnostics.

**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 FSA Scores in 2018-2019. 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. In the 2019-2020 SY, this cohort of students scored 49.6% proficient on the District Mathematics Diagnostics.

**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 in 2018-2019. Our school scores were 54% proficiency, while the state's average was 62% (-8%) difference. This is not a trend since the previous 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. In the 2019-2020 Winter ELA District Diagnostic, this cohort of students increased by 5% from one year to the next from 52.4% to 57.3%.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

The two potential areas of concern for this academic year would be on our current 5th grade in both FSA ELA and FSA Mathematics since in 3rd grade (2018-2019), they showed a decline of 58% (-9%) in ELA and 54% (-20%) in Mathematics.

In 2019-2020, the same cohort of students scored 49.6% proficient on the Winter District Mathematics Diagnostic in comparison to the year before at 53.5% (Difference between Diag 19' to Diag 20'= -3.9%). The cohort also averaged 58.1% proficiency on the Winter ELA District Diagnostic in 2019 and 58.1% in 2020 (Difference between Diag 19' and Diag 20'= -3.4%).

When correlating both summative assessments to student success rate, this cohort of students demonstrated a -10.1% difference from 2019 FSA to 2020 Winter District ELA Diagnostic and -19.0 % from 2019 FSA to 2020 Winter District Mathematics Diagnostic. This would indicate the students need substantial support for learning in the future.

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

1. 5th-grade Mathematics
2. 5th grade ELA

3. 3rd grade ELA
4. 4th grade ELA
5. 4th-grade Mathematics

At Citrus Cove Elementary we focus on student achievement, student learning gains, and overall social-emotional growth. We believe that if we dedicate time to the following priorities we will ensure an equitable and equal opportunity for all our students by positively influencing:

- A clear path to success
- Teaching time management & preparedness
- Increasing motivation
- Measuring progress
- Giving focus & purpose
- Boosting self-confidence
- Providing challenges

Our priorities are:

1. Increasing 5th Grade Mathematics achievement. Our goal is for all students including students that fall into subgroup categories will participate in engaging, rigorous, standards-based learning to increase achievement.
2. Increasing 5th Grade ELA achievement- During PLCs, we will focus on developing effective and relevant instruction through unpacking standards, analyzing data, developing standards-based lesson using vetted resources and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research-based strategies
3. Increasing 3rd Grade ELA achievement - If we focus on a positive impact on learning gains by ensuring standards-based instruction and effective use of research-based strategies and resources, we will ensure student learning and improved student achievement towards grade level success and ensure continuous improvement for all.
4. Increasing 4th Grade ELA achievement- Teachers will deliver personalized instruction and learning for all our students to perform on grade level which will positively develop their self-esteem, self-worth, and aspirations towards college and career readiness success.
5. Increasing 4th Grade Mathematics Achievement-With common planning through PLCS, use of Blender, small group instruction, and standards remediation, teachers will deliver high-quality instruction that will result in an increase of engagement and proficiency.

## Part III: Planning for Improvement

### Areas of Focus:



**#1. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:**

Our area of focus ensures progress towards student achievement in Math and is aligned with the District's Strategic Plan; LTO #2: Ensure HS readiness. Based on district data from FY19, our current 5th grade overall Math data is 49.6% which decreased from 53.5% from the year before. When looking at FSA Math performance for 4th grade, the overall proficiency rate was 68.6% in 2019. In FY 18, our current 5th-grade students showed a 20% decrease in the 3rd grade FSA Math test from 74% to 54%. The average district proficiency rate was 65%. Our school scored reflects a gap with the district of -11%. Due to the lack of data for FY20 because of state-mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21.

**Measureable Outcome:**

Our measurable goals for FY20 will be to increase 5th Grade Math academic achievement by 11% to result in 65% (District Average) in FY20. During the midyear, we began our Math tutorial program for students in grades 3,4, and 5. This is a strong indicator that we are on the right track. During the end of the year, our students were taught through virtual distance learning. Due to the lack of data for FY20 because of state-mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21.

**Person responsible for monitoring outcome:**

Natalie Cromwell (natalie.cromwell@palmbeachschools.org)

**Evidence-based Strategy:**

1. We will utilize our support staff during the Math block to support teachers in implementing a coherent curriculum that focuses on academic standards to ensure student learning and success.
2. Incorporate after school tutorials to support standards-based instruction for remediation, enrichment, and support of data for selected students to close the achievement gap.
3. Continue Professional Learning Communities cycles in the 5th grade focusing on the "how" of instruction. Ensure teachers are focused on best practices that support equitable & equal access to learning for all students all the time.
4. Differentiated small group instruction will be utilized during all math periods. Through implementing differentiated instruction we will support all learners at their various abilities.
5. Students will use Successmaker to engage with adaptive technology to offer personalized learning solutions that provide support/reteach/enrichment at their level.

**Rationale for Evidence-based Strategy:**

1. We will utilize our instructional support staff to remediate and support the implementation of the standards-based curriculum. The materials and resources used by teachers are designed to provide a coherent sequence of instruction through the District portal (Blender) and the Envisions curriculum.
2. Tutorials will provide students with standards-based instruction for remediation/enrichment as needed and will ensure students receive support based on their individual needs and abilities.
3. During our PLCs, teachers engage in the analysis of the Math standards. These planning sessions provide teachers and teams with the opportunity to progress monitor the achievement of all students and make decisions on next steps.
4. Small group instruction provides an opportunity for teachers to personalize the learning and provide direct instruction to students at varying levels.
5. Successmaker will offer an opportunity for students to receive enrichment and remediation on a variety of skills. The ability to personalize instruction to meet individual needs will result in increased scores.

**Action Steps to Implement**

1. Instructional Support Staff: a. Analyze student data to determine the support necessary. b. Provide teachers with professional development on instructional practices. c. Progress Monitoring will occur

through informal and formal observations, conferences, and the analysis of teaching planning by Dr. Natalie Cromwell (principal) and Dr. O'Mayra Cruz (assistant principal).

**Person Responsible** Natalie Cromwell (natalie.cromwell@palmbeachschools.org)

2. Tutorials: a. Analyze student data to determine students for tutorial groups and the support necessary. b. Choose supplemental materials and resources to be utilized during tutorials. c. Analyze teacher classroom data to determine who will be tutors. d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials. e. Monitoring will occur through analysis of ongoing student data (Dr. Cromwell, Dr. Cruz & Mrs. Hoffman).

**Person Responsible** Natalie Cromwell (natalie.cromwell@palmbeachschools.org)

3. Professional Learning Communities (PLC): a. Create a PLC schedule to ensure all teachers participate including resource teachers for ESE/ESOL and Fine Arts. b. Grade level teachers collaborate to design differentiated and rigorous standards-based lessons to engage students with the subject matter. c. Teachers will focus on creating lessons for small group instruction for the identified Lowest 25th percentile of students. d. Teachers will consistently analyze data to determine action steps for future instruction. Specialty teachers will support and offer varied instructional methodologies and resources to support all students. e. School administrators will attend and monitor the PLC meetings to support collaboration and provide guidance. School administrators monitor lesson plans on a weekly basis, provide constructive feedback, conduct walk-through observations, and examine data in order to continuously monitor effectiveness.

**Person Responsible** Natalie Cromwell (natalie.cromwell@palmbeachschools.org)

4. Differentiated small group instruction will be utilized in all Mathematics Periods. a. Teachers will analyze student data to determine strengths and weaknesses in the content area. b. Teachers will create a small group rotational cycle to ensure all students are being supported at their abilities. c. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. d. Teachers develop ongoing formative assessments to track student learning. e. Principal and assistant principals will monitor student progress through data analysis and will monitor through classroom walkthroughs.

**Person Responsible** Natalie Cromwell (natalie.cromwell@palmbeachschools.org)

5. Students will engage in adaptive technology (Successmaker): a. Provide teachers with professional development to ensure the appropriate use of Successmaker. b. Teachers will develop a rotational schedule to ensure all students have access to Successmaker. c. Teachers will engage students in small instruction based on Successmaker results. d. Monitoring of small group lesson plans, technology usage/pass rate will occur by the Administration team, Dr. Cromwell, and Dr. Cruz.

**Person Responsible** Natalie Cromwell (natalie.cromwell@palmbeachschools.org)

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**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.**

**Citrus Cove Elementary School integrates and continuously develops a Single School Culture by sharing our universal guidelines for success, teaching expected behaviors, communicating with parents, and monitoring PBS. Best practices for inclusive education are addressed through our anti-bullying campaign, mentoring, and implementation of PBS programs. These actions influence student achievement and create an environment conducive to learning. Citrus Cove Elementary School implements a School-Wide Positive Behavior Program by recognizing students exhibiting positive behaviors on campus. A student will be recognized every week for demonstrating an act of kindness or support for their fellow classmate(s). Citrus Cove Elementary School integrates a Single School Culture by sharing our Universal Guidelines for Success, Grade Level Assemblies, Family Nights, Curriculum Nights, and SAC meetings. The effectiveness of these efforts are monitored using SwPBS data from online data warehouses (EDW and Performance Matters). In addition, we utilize a behavior matrix, and teach expected behaviors, communicating with parents, and monitoring SwPBS.**

## **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Citrus Cove Elementary plans to build a positive school culture and relationships with faculty, staff, students, families, and other community stakeholders to fulfill the school's mission and support the needs of the students. Parents and staff 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 club 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.

The students also participate in an annual Career Day where students are exposed to 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 focus is our STEAM program which provides students with the opportunity to gain knowledge of and exposure to Science, Engineering, Mathematics, Technology, and the Arts. Our school provides a well rounded after-care program for students, 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.

At Citrus Cove, some of the families and community engagement opportunities are Parent Education supports; Parent Universities, Parent training, etc.

- Parent communication plans; website, email, social media, and parent link
- Parent Nights- multicultural events, Meet & Greet the Teacher, Curriculum Night, and state assessment nights
- SAC, PTO
- Volunteer events/training
- Community events/supports- Green School Events, 5K Charity Walks

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.

**Parent Family and Engagement Plan (PFEP) Link**

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

<b>Part V: Budget</b>						
<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$4,052.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	2071 - Citrus Cove Elementary School	Other	1019.0	\$4,052.00
<b>Total:</b>						<b>\$4,052.00</b>