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**Title I Comprehensive Schoolwide Plan**  
**CITRUS COVE ELEMENTARY SCHOOL (2071)**

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# ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

PM2 STAR Literacy Data indicates that 27% of students are not on track to meet end-of-the-year grade level expectations. PM2 STAR Reading Data indicates that 30% of students are not on track to meet end-of-the-year grade level expectations. PM2 FAST DATA indicates 34% of 3rd grade students are still achieving at Level 1 in reading. PM2 FAST DATA indicates 30% of 4th grade students are still achieving at Level 1 in reading. PM2 FAST DATA indicates 26% of 5th grade students are still achieving at Level 1 in reading.

## 2. List the root causes for the needs assessment statements you prioritized.

The root causes behind our ELA (English Language Arts) scores are multifaceted, stemming from several issues within our school. First, the absence of a structured writing program in our primary grades deprives students of consistent guidance and instruction in fundamental writing skills, hindering their ability to effectively communicate and analyze texts. Additionally, the persistent delay in submitting SBT packets disrupts the implementation of targeted interventions and support strategies, impeding students' progress in ELA proficiency. Furthermore, scheduling conflicts exacerbate these challenges, limiting the time available for meaningful instruction and practice. Lastly, the lack of adequate teacher trainings further compounds these issues, leaving educators ill-equipped to address the diverse needs of their students. Addressing these root causes comprehensively through the implementation of a robust writing program, prioritizing timely submission of SBT packets, resolving scheduling conflicts, and providing comprehensive teacher trainings is imperative to improving our ELA scores and fostering academic success among our students.

### 3. Share possible solutions that address the root causes.

In addressing the root causes of academic challenges, the school is committed to a multifaceted approach aimed at bolstering student success. Leveraging the proven effectiveness of the UFLI program, phonics support will remain a cornerstone of our curriculum for grades K-3, ensuring foundational skills are robustly developed. Early intervention tutoring will persist to provide targeted assistance to students who may require additional support. Recognizing the pivotal role of effective scheduling, the school will work collaboratively to optimize timetables for both teachers and students, facilitating an environment conducive to learning. Furthermore, to enhance writing proficiency among primary educators and students alike, the school will invest in a comprehensive writing program, equipping educators with the tools necessary to cultivate strong writing skills from an early age. Additionally, the school recognizes the invaluable contribution of parental involvement in a child's education. To further enhance this partnership, we are expanding volunteer opportunities for parents, such as participating as mystery readers in classrooms and engaging in activities like Read Across America. These initiatives not only strengthen the bond between home and school but also provide students with diverse role models and additional support in their academic journey. By actively involving parents in the educational process, we aim to create a collaborative environment where students receive holistic support to excel academically and beyond. By addressing these key areas, the school aims to address root causes comprehensively, fostering an environment where every student can thrive academically.

### 4. How will school strengthen the PFEP to support ELA?

- **Communication**

The school is dedicated to fortifying the Parent and Family Engagement Plan (PFEP) to bolster support for English Language Arts (ELA). This will be accomplished by enriching communication channels between our teachers and families. As part of this initiative, teachers will provide weekly newsletters, fostering regular and informative communication that keeps families closely involved in their child's educational journey. Through these newsletters, we aim to create a collaborative environment where parents are empowered with timely updates and valuable insights to support their child's progress in ELA and beyond.

- **Parent Training**

The school is committed to enhancing parental involvement in supporting English Language Arts (ELA) through the refinement of the Parent and Family Engagement Plan (PFEP). This will be achieved by conducting informative parent trainings aimed at providing a clearer understanding of the report card system and standardized tests. By empowering parents with this knowledge, we aim to foster a more collaborative partnership between home and school, ultimately enhancing student success in ELA and beyond.

### 5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

Citrus Cove Elementary is steadfast in its dedication to delivering a world-class education that upholds standards of excellence and equity, empowering every student to achieve their utmost potential. With a team of highly effective staff, we aim to cultivate not only the academic prowess but also the essential knowledge, skills, and ethical values necessary for responsible citizenship and thriving careers. While stakeholders hold unique roles and responsibilities in fostering a positive culture and environment, we operate as a cohesive unit to provide students with the necessary resources for success. Through collaborative efforts, we strive to support the holistic development of each child, ensuring they are equipped with the tools they need to excel academically while nurturing their overall well-being.

- **Students**

At Citrus Cove Elementary, we are dedicated to fostering an inclusive and supportive learning environment that benefits both teachers and students. Our school has established a unified culture built on core principles of responsibility, respect, safety, cooperation, and positivity. This school-wide positive culture is designed to provide all members of our community with a conducive environment where they can thrive academically, professionally, and socially. Students and teachers alike are well-informed about our school expectations and are held to high standards to uphold these principles, ensuring a learning environment characterized by responsibility, respect, cooperation, positivity, and safety. Through initiatives such as the "Positive Panther Pledge" and school-wide Positive Behavior lessons, we reinforce positive behaviors and celebrate student achievements. Weekly recognitions and rewards further incentivize adherence to our expectations, fostering a culture of encouragement and excellence. Effective communication with parents and guardians is paramount to our success. They are kept informed of our practices through regular updates via the monthly Principal newsletter and weekly call-outs. Additionally, morning meetings led by homeroom teachers provide opportunities to build relationships with students and set a positive tone for the day, utilizing Social Emotional Learning activities recommended by the district. Aligned with district recommendations, our teachers use consistent language and practices throughout the school, ensuring clarity and cohesion in our approach. To further engage students and maintain focus on our values, we use the phrase "Panther Pride" to underscore the importance and prestige of our daily efforts. Through these collective efforts, we strive to create a nurturing environment where all members of our school community can flourish and thrive.

- **Parents**

At Citrus Cove Elementary, we recognize the vital role that parents and guardians play as partners in their child's education. By actively engaging with the school and teachers, parents contribute to the establishment and maintenance of a positive culture and environment. Parents are encouraged to support their child's learning journey by assisting with homework, ensuring punctual attendance, attending parent trainings, and maintaining open communication with the school and teachers. Through regular updates provided via the Principal's monthly newsletters, teacher notifications, and principal call-outs, parents are informed about student expectations and our Positive Panther Expectations, which emphasize principles of responsibility, respect, cooperation, safety, and positivity. We rely on parents and guardians to reinforce these principles at home, helping students understand and embody them in their daily lives. By working together with parents, we create a collaborative partnership that fosters a supportive and nurturing learning environment for all students.

- **Staff Training**

The school is dedicated to enhancing the Parent and Family Engagement Plan (PFEP) to bolster ELA support. This will be accomplished through comprehensive teacher trainings focused on the science of reading and effective methodologies for running reading centers. By equipping our educators with advanced knowledge and strategies, we aim to cultivate a dynamic learning environment that optimally supports student literacy development. Through these trainings, teachers will gain valuable insights and skills to deliver high-quality instruction, ultimately empowering students to become proficient readers and critical thinkers.

- **Accessibility**

The school is committed to enhancing the Parental and Family Engagement Plan (PFEP) to bolster ELA support, particularly for English Language Learners (ELL) and Exceptional Student Education (ESE) students. To achieve this, we will provide comprehensive training for our teachers on the importance of inclusiveness and effective instructional strategies tailored to the diverse needs of these students. Our goal is to empower educators to share impactful strategies and accommodations with parents, fostering collaboration between home and school to enhance student learning both in the classroom and at home. Through these efforts, we aim to create an environment where every student receives the support they need to thrive academically and beyond.

## **Math**

Using your recording templates from your CNA discussions respond to each item in detailed.

### 1. List prioritized needs statements.

STAR Math Assessment shows 18% of K, 12% of 1st & 17% of 2nd grade students are not on track to meet grade level expectations. PM2 FAST DATA indicates 38% of 3rd grade students are still achieving at Level 1 in math. PM2 FAST DATA indicates 64% of 4th grade students are still achieving at Level 1 in math. PM2 FAST DATA indicates 28% of 5th grade students are still achieving at Level 1 in math.

### 2. List the root causes for the needs assessment statements you prioritized.

The root causes behind our math scores are interconnected and multifaceted. First, a lack of fluency in fundamental math concepts weakens students' ability to grasp more advanced mathematical principles. Without a strong foundation in basic math skills, students encounter greater difficulty in comprehending and solving complex problems. Additionally, the absence of effective math intervention programs exacerbates this issue, as struggling students are left without the necessary support and resources to address their learning gaps. Moreover, scheduling conflicts further compound these challenges by limiting the time available for targeted instruction and practice sessions. Overcoming these root causes requires a holistic approach that includes implementing comprehensive fluency-building strategies, establishing robust math intervention initiatives, and resolving scheduling conflicts to optimize instructional time. By addressing these underlying issues, we can empower students to develop stronger math proficiency and achieve better academic outcomes.

### 3. Share possible solutions that address the root causes.

In tackling the root causes of our mathematic challenges, the school has devised a multifaceted strategy aimed at fostering a supportive learning environment. Building upon the success of Reflex in grades 2-5, the school will continue to utilize this program to bolster mathematical fluency among students. Additionally, dedicated math tutoring sessions will persist to provide personalized assistance to learners who may require extra support. Recognizing the pivotal role of efficient scheduling in maximizing instructional time, efforts will be made to create schedules that optimize learning opportunities for both teachers and students. Furthermore, the school is committed to enhancing professional development by offering more opportunities for teachers to shadow experts in their respective fields. In addition, the school is dedicated to providing parents with valuable at-home resources to support their child's mathematical learning journey. These resources will offer guidance and assistance for parents in helping their children with math homework, further reinforcing the collaborative partnership between home and school in promoting mathematical success for all students. By addressing these key areas comprehensively, the school aims to cultivate a thriving educational ecosystem where every student can excel mathematically.

### 4. How will school strengthen the PFEP to support Math?

- **Communication**

The school is dedicated to fortifying the Parental and Family Engagement Plan (PFEP) to bolster support for mathematical instruction. This will be accomplished by enriching communication channels between our teachers and families. As part of this initiative, teachers will provide weekly newsletters, fostering regular and informative communication that keeps families closely involved in their child's educational journey. Through these newsletters, we aim to create a collaborative environment where parents are empowered with timely updates and valuable insights to support their child's progress in math and beyond.

- **Parent Training**

The school is dedicated to fortifying the Parent and Family Engagement Plan (PFEP) to bolster support for math instruction. To achieve this, we will organize informative parent trainings aimed at equipping parents with the knowledge and tools to effectively support their child's math learning journey at home. These trainings will cover the utilization of our Panther's Persevere strategies, including the CUBES method, empowering parents to assist with homework effectively. Additionally, parents will learn about various math programs, such as Reflex, that they can utilize at home to further enhance their child's mathematical skills and ensure their success in the subject. Through these initiatives, we aim to foster a collaborative partnership between home and school that optimally supports student achievement in mathematics.

## 5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

At Citrus Cove Elementary, we are committed to delivering a top-tier education that ensures excellence and equity for every student, empowering each to reach their highest potential. Our dedicated staff, equipped with the most effective teaching practices, strives to cultivate the knowledge, skills, and ethical values essential for responsible citizenship and successful careers. To uphold our commitment to student success, teachers will continuously develop professionally, employing the FCIM model of instruction to provide high-quality education tailored to each grade level. Additionally, they will actively engage with parents, fostering a collaborative partnership aimed at enhancing student achievement. Parents are valued as essential partners in their child's education journey. They are encouraged to support their child's learning by assisting with homework, ensuring punctual attendance, participating in parent trainings, and maintaining open communication with the school and teachers. Through this partnership, we create a supportive environment where every student can thrive academically and personally.



- **Students**

At Citrus Cove Elementary School, we are dedicated to fostering an equitable and positive learning environment that supports the growth and development of all teachers and students. Through the establishment of a cohesive single school culture, we emphasize core values of responsibility, respect, safety, cooperation, and positivity. This culture ensures that every individual—whether student or teacher—feels respected and supported, leading to academic, professional, and social-emotional success. Our school-wide Positive Panther culture promotes a sense of pride and community among students and teachers alike. Through initiatives such as the "Positive Panther Pledge" and Positive Behavior lessons, we reinforce positive behaviors and provide incentives for students to strive for excellence. Weekly recognitions and rewards celebrate students' adherence to our expectations, fostering a culture of encouragement and achievement. Parents and guardians are essential partners in our efforts to create a positive learning environment. They are kept informed of our practices through regular communication channels such as the monthly Principal newsletter and weekly call-outs. Additionally, morning meetings led by homeroom teachers serve as opportunities to build relationships and set a positive tone for the day, utilizing Social Emotional Learning activities recommended by the district. Our SWPBS (School-Wide Positive Behavior Support) plan, embodied in the Panther Pledge, aims to empower students to succeed by fostering intrinsic motivation and leadership skills. We believe in equipping parents and teachers with these skills to reinforce positive behaviors both at home and in the classroom, ensuring a collaborative approach to student success rooted in our shared "Panther Pride."

- **Parents**

At Citrus Cove Elementary, we view parents and guardians as essential partners in nurturing a positive school culture and environment. By actively engaging with the school community, parents play a crucial role in supporting their child's education. This partnership involves assisting with homework, ensuring timely attendance, participating in parent trainings, and maintaining open communication with the school and teachers. Through regular communication channels such as the Principal's monthly newsletters, teacher notifications, and principal call-outs, parents are informed about student expectations and our Positive Panther Expectations, which include principles of responsibility, respect, cooperation, safety, and positivity. By understanding and reinforcing these principles at home, parents contribute to the creation of a supportive learning environment where students can thrive academically, socially, and emotionally.

- **Staff Training**

The school is committed to enhancing the Parent and Family Engagement Plan (PFEP) to support math instruction effectively. As part of this commitment, comprehensive teacher trainings will be provided to equip educators with the best practices for running math centers. These trainings will focus on empowering teachers with the skills and strategies necessary to create dynamic and engaging learning environments that promote mathematical understanding and proficiency among students. Through these efforts, we aim to ensure that our teachers are well-prepared to deliver high-quality math instruction that meets the diverse needs of all learners.



- **Accessibility**

The school is dedicated to enhancing the Parent and Family Engagement Plan (PFEP) to better support math instruction, particularly for English Language Learners (ELL) and Exceptional Student Education (ESE) students. To achieve this, we will provide comprehensive training for our teachers on the significance of inclusivity and effective instructional strategies tailored to meet the diverse needs of these students. Our goal is to empower educators to share impactful strategies and accommodations with parents, fostering collaboration between home and school to enhance student learning both in the classroom and at home. Through these efforts, we aim to create an environment where every student receives the support they need to excel in mathematics.

## **Science**

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Science Diagnostic data shows that 23% of 5th grade students are still achieving at Level 1 in science.

2. List the root causes for the needs assessment statements you prioritized.

The root causes behind our science scores stem from two critical issues: a deficiency in resources and a lack of priority in scheduling. The scarcity of resources, including nonengaging textbooks, and insufficient materials, severely constrains students' ability to engage effectively with scientific concepts. Without access to modern resources, students are unable to conduct hands-on experiments and investigations vital for grasping complex scientific principles. Moreover, the scheduling priority within our school often sidelines science instruction, leading to inadequate time allocated for meaningful engagement with scientific content. By addressing these fundamental challenges through investment in updated resources and prioritizing dedicated instructional time for science, we can provide students with the necessary tools and opportunities to excel in science education, thereby improving overall science scores.

### 3. Share possible solutions that address the root causes.

In tackling the underlying challenges affecting science achievement, the school has devised a comprehensive approach aimed at nurturing student success in science. Building on the efficacy of Bootcamp in supporting our 5th graders in science, the school remains committed to this program to enhance scientific comprehension and proficiency. Concurrently, the continuation of science tutorials will ensure tailored support for students who may require additional assistance in this subject area. Recognizing the pivotal role of efficient scheduling in maximizing instructional time, the school will actively collaborate to devise schedules that optimize learning opportunities for both teachers and students. Moreover, recognizing the importance of continuous professional growth, the school will expand professional development opportunities for teachers, providing them with more avenues to enhance their expertise and teaching practices. Through these intensive efforts, the school believes it can address the root causes comprehensively, fostering an environment where every student can thrive academically in science and beyond.

### 4. How will school strengthen the PFEP to support Science?

- **Communication**

The school is dedicated to fortifying the Parent and Family Engagement Plan (PFEP) to bolster support for science instruction. This will be accomplished by enriching communication channels between our teachers and families. As part of this initiative, teachers will provide weekly newsletters, fostering regular and informative communication that keeps families closely involved in their child's educational journey. Through these newsletters, we aim to create a collaborative environment where parents are empowered with timely updates and valuable insights to support their child's progress in science and beyond.

- **Parent Training**

The school is committed to enhancing the Parent and Family Engagement Plan (PFEP) to bolster support for science instruction. To achieve this, we will host a dynamic STEM night parent training session aimed at showcasing hands-on science activities and demonstrating how parents can actively engage their children in science learning at home. Through this interactive event, parents will gain valuable insights into fostering a love for science in their children and discover practical strategies for incorporating science exploration into everyday life. By strengthening the partnership between home and school in science education, we aim to inspire a new generation of curious and enthusiastic young scientists.

### 5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

Citrus Cove Elementary is dedicated to delivering a world-class education that prioritizes both excellence and equity, empowering every student to achieve their fullest potential. Our commitment extends to cultivating a nurturing environment where each student receives the support and resources necessary for success. While stakeholders play distinct roles in fostering a positive culture, we believe in collaboration and teamwork to provide students with the tools they need to thrive academically and personally. Together, we work towards developing well-rounded individuals equipped with the knowledge, skills, and ethical values essential for responsible citizenship and fulfilling careers.

- **Students**

At Citrus Cove Elementary School, we are dedicated to fostering an inclusive and supportive learning environment that uplifts both teachers and students. Through our single school culture, we emphasize core values of responsibility, respect, safety, cooperation, and positivity, creating a foundation for academic, professional, and social-emotional growth. With clear expectations outlined for all members of our school community, students and teachers alike are encouraged to uphold high standards, ensuring a conducive atmosphere for learning and personal development. Our "Positive Panther Pledge" serves as a cornerstone of our approach, instilling a sense of pride and commitment to positive behavior among students. Through school-wide initiatives such as Positive Panther parties, Panther tickets, and weekly recognition for exemplary conduct, we celebrate and reinforce positive behaviors, inspiring students to strive for excellence. Furthermore, our comprehensive SWPBS (School-Wide Positive Behavior Support) plan is designed to empower students to succeed on a daily basis. By promoting intrinsic motivation and leadership skills, we aim to cultivate self-driven learners who are prepared for future success. Through ongoing communication and collaboration with parents and teachers, we ensure that these principles are reinforced both at home and in the classroom, creating a unified approach to student development and achievement.

- **Parents**

Parents and guardians play a vital role as partners with the school and teachers in fostering a positive learning environment for their children. Their active involvement is crucial in ensuring the success of our students. This partnership involves various commitments, including assisting with homework when possible, ensuring their child's punctual attendance, participating in parent trainings, and maintaining open communication with the school and teachers regarding their child's education. Recognizing the importance of parental engagement, we provide ongoing communication and support to parents through various channels such as the Principal's monthly newsletters, teacher notifications, and principal call-outs. Through these channels, parents are informed about the school's expectations and encouraged to reinforce the five main principles of our Positive Panther Expectations: responsibility, respect, cooperation, safety, and positivity. By working together with parents and guardians, we create a unified approach to nurturing a positive school culture that supports the academic and personal growth of every student.

- Staff Training

The school is committed to enhancing the Parent and Family Engagement Plan (PFEP) to bolster support for science instruction. As part of this commitment, comprehensive teacher trainings will be provided to equip educators with the skills and strategies necessary to seamlessly integrate science into math and reading instruction. Additionally, teachers will receive guidance on how to effectively conduct hands-on learning experiences, fostering a dynamic and engaging classroom environment that promotes inquiry-based learning and critical thinking skills. Through these initiatives, we aim to ensure that our teachers are well-equipped to deliver high-quality science instruction that enriches student learning across all subject areas.

- Accessibility

The school is dedicated to enhancing the Parental and Family Engagement Plan (PFEP) to better support math instruction, particularly for English Language Learners (ELL) and Exceptional Student Education (ESE) students. To achieve this, we will provide comprehensive training for our teachers on the significance of inclusivity and effective instructional strategies tailored to meet the diverse needs of these students. Our goal is to empower educators to share impactful strategies and accommodations with parents, fostering collaboration between home and school to enhance student learning both in the classroom and at home. Through these efforts, we aim to create an environment where every student receives the support they need to excel in science.

## Action Step: Classroom Instruction

Provide additional student instructional support personnel, technology tools, and curricular materials to increase student achievement in targeted instruction for at-risk students.

**Budget Total: \$266,199.56**

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Teachers to provide afterschool tutorial in the areas of	15	\$37.00	2	1.25	15	Certified	Original	\$20,813.00

Acct Description	Description									
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>					
Resource Teacher	Resource Teacher to provide push-in and pull-out instructional support in the areas of English Language Arts (ELA) and Mathematics for Tier 2 and Tier 3 students in grades third (3rd) through fifth (5th).									
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>				
	Composition books pack of 12	57	\$53.29	General Supplies	Original	\$3,037.53				
	Dry Erase Lap Board with Lines (pk 12)	10	\$45.99	General Supplies	Original	\$459.90				
	Top Score 2nd-5th	4	\$450.00	Instructional Materials	Original	\$1,800.00				

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Poster Ink/Paper	1	\$300.00	Technology	\$300.00	
	iReady ELA Books 4th Grade	175	\$12.75	Instructional Materials	Original	\$2,231.25
	Magnetic Letter Tiles	50	\$24.00	Manipulatives	Original	\$1,200.00
	Highlighter Pack of 24	28	\$17.62	General Supplies	Original	\$493.36
	Copy Paper Case	101	\$44.61	General Supplies	Original	\$4,505.61
	iReady ELA Books 5th Grade	200	\$12.75	Instructional Materials	Original	\$2,550.00
	Colored Copy Paper (ream)	20	\$9.99	General Supplies	Original	\$199.80
	Primary Composition Books pack of 4	191	\$5.99	General Supplies	Original	\$1,144.09
	Crayons	1300	\$1.46	General Supplies	Original	\$1,898.00
	Top Score 2nd-5th	4	\$450.00	Instructional Materials	Original	\$1,800.00
	iReady ELA Books (3rd)	170	\$12.75	Instructional Materials	Original	\$2,167.50
	Shipping	1	\$1.27	General Supplies	Original	\$1.27



Acct Description	Description															
	<table border="1"> <thead> <tr> <th data-bbox="466 154 1169 232">Item</th> <th data-bbox="1169 154 1318 232">Quantity</th> <th data-bbox="1318 154 1493 232">Rate</th> <th data-bbox="1493 154 1728 232">Supply Type</th> <th data-bbox="1728 154 1887 232">Type</th> <th data-bbox="1887 154 2022 232">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total									
Item	Quantity	Rate	Supply Type	Type	Total											
	General Supplies (Paper, Pencils, pens, chart paper, etc.)	1	\$1,039.00	General Supplies	Original	\$1,039.00										
	Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers, pencil pouches, student whiteboards, erasers, post-it notes	1	\$2,036.25	General Supplies	Original	\$2,036.25										
	tld - BT 491943 reducing line to create teacher collaboration	1	-\$2,693.00	General Supplies	Budget Transfer	-\$2,693.00										
Resource Teacher	Resource Teacher to provide push-in and pull-out instructional support in the areas of English Language Arts (ELA) and Mathematics for Tier 2 and Tier 3 students in grades Kindergarten (K) through second (2nd)															
Resource Teacher	Resource Teacher to provide classroom instruction on the wheel in the area of STEAM (Science, Technology, Engineering, Arts, and Math) as an opportunity for all students in grades Kindergarten (K) through fifth (5th) to participate in extended and in-depth learning activities beyond the content-level class/instructional day with an emphasis in technology.															
Out-of-system Subs	<table border="1"> <thead> <tr> <th data-bbox="466 1018 1169 1107">Item</th> <th data-bbox="1169 1018 1318 1107">Quantity</th> <th data-bbox="1318 1018 1442 1107">Rate</th> <th data-bbox="1442 1018 1541 1107">Days</th> <th data-bbox="1541 1018 1654 1107">Hours</th> <th data-bbox="1654 1018 1774 1107">Weeks</th> <th data-bbox="1774 1018 1904 1107">Type</th> <th data-bbox="1904 1018 2022 1107">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total							
Item	Quantity	Rate	Days	Hours	Weeks	Type	Total									
	Substitutes to cover content area classes to allow teacher of record to pull small groups of underperforming students for entire school day, to begin October 2024.	1	\$16.00	2	6.5	7	Original	\$1,456.00								
Paraprofessional	Paraprofessional to provide in-classroom support in all core content areas to struggling students among all grade levels (primarily those among Tier 2) by facilitating small group centers, monitoring behavior plans and performance data, and conducting one-on-one student support and coaching sessions (8 hours per day).															

## Action Step: Professional Development

Provide a robust offering of professional development trainings, support staff, and supplies/resources to increase teacher development in targeted instruction for at-risk students.

**Budget Total: \$103,987.89**

Acct Description	Description																																									
Coach	Reading Coach to support professional development for teachers of reading for grades Kindergarten (K) through second (2nd) by modeling lessons, leading Professional Learning Communities (PLCs), and implementing the full coaching cycle throughout the academic year.																																									
Extra Duty Days	Extra Duty Days for PD Staff (Coaches Colletta and Correia- 2 each) to plan for professional development and coaching needs in the upcoming school year. Extra Duty Days will be pre-school.																																									
Supplies	<table border="1"> <thead> <tr> <th data-bbox="441 820 1218 893">Item</th> <th data-bbox="1218 820 1375 893">Quantity</th> <th data-bbox="1375 820 1533 893">Rate</th> <th data-bbox="1533 820 1774 893">Supply Type</th> <th data-bbox="1774 820 1900 893">Type</th> <th data-bbox="1900 820 2026 893">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="441 901 1218 1015">Colored Copy Paper for professional development</td> <td data-bbox="1218 901 1375 1015">5</td> <td data-bbox="1375 901 1533 1015">\$9.99</td> <td data-bbox="1533 901 1774 1015">General Supplies</td> <td data-bbox="1774 901 1900 1015">Original</td> <td data-bbox="1900 901 2026 1015">\$49.95</td> </tr> <tr> <td data-bbox="441 1015 1218 1128">Copy Paper (case)</td> <td data-bbox="1218 1015 1375 1128">4</td> <td data-bbox="1375 1015 1533 1128">\$44.61</td> <td data-bbox="1533 1015 1774 1128">General Supplies</td> <td data-bbox="1774 1015 1900 1128">Original</td> <td data-bbox="1900 1015 2026 1128">\$178.44</td> </tr> <tr> <td data-bbox="441 1128 1218 1242">Post-It (pack of 12)</td> <td data-bbox="1218 1128 1375 1242">5</td> <td data-bbox="1375 1128 1533 1242">\$2.50</td> <td data-bbox="1533 1128 1774 1242">General Supplies</td> <td data-bbox="1774 1128 1900 1242">Original</td> <td data-bbox="1900 1128 2026 1242">\$12.50</td> </tr> <tr> <td data-bbox="441 1242 1218 1356">Card Stock (ream)</td> <td data-bbox="1218 1242 1375 1356">5</td> <td data-bbox="1375 1242 1533 1356">\$12.00</td> <td data-bbox="1533 1242 1774 1356">General Supplies</td> <td data-bbox="1774 1242 1900 1356">Original</td> <td data-bbox="1900 1242 2026 1356">\$60.00</td> </tr> <tr> <td data-bbox="441 1356 1218 1469">General Supplies (paper, pens, pencils, chart paper, poster board)</td> <td data-bbox="1218 1356 1375 1469">1</td> <td data-bbox="1375 1356 1533 1469">\$1,500.00</td> <td data-bbox="1533 1356 1774 1469">General Supplies</td> <td data-bbox="1774 1356 1900 1469">Original</td> <td data-bbox="1900 1356 2026 1469">\$1,500.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Colored Copy Paper for professional development	5	\$9.99	General Supplies	Original	\$49.95	Copy Paper (case)	4	\$44.61	General Supplies	Original	\$178.44	Post-It (pack of 12)	5	\$2.50	General Supplies	Original	\$12.50	Card Stock (ream)	5	\$12.00	General Supplies	Original	\$60.00	General Supplies (paper, pens, pencils, chart paper, poster board)	1	\$1,500.00	General Supplies	Original	\$1,500.00					
	Item	Quantity	Rate	Supply Type	Type	Total																																				
	Colored Copy Paper for professional development	5	\$9.99	General Supplies	Original	\$49.95																																				
	Copy Paper (case)	4	\$44.61	General Supplies	Original	\$178.44																																				
	Post-It (pack of 12)	5	\$2.50	General Supplies	Original	\$12.50																																				
	Card Stock (ream)	5	\$12.00	General Supplies	Original	\$60.00																																				
General Supplies (paper, pens, pencils, chart paper, poster board)	1	\$1,500.00	General Supplies	Original	\$1,500.00																																					

Acct Description	Description										
	<b>Item</b>				<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>	
	Ink for printing PD Materials/Data				6	\$250.00	Technology		Original	\$1,500.00	
Teacher Collaboration	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Afterschool planning with PLC team leads. They will analyze data and plan for instructional groups and gather resources to assist in classroom instruction to ensure academic achievement.			2	\$25.00	2	1	20	Certified	Budget Transfer	\$2,000.00
Coach	Reading Coach to support professional development for teachers of reading for grades third (3rd) through fifth (5th) by modeling lessons, leading Professional Learning Communities (PLCs), and implementing the full coaching cycle throughout the academic year.										

## Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

**Budget Total: \$45,614.80**

Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Colored Copy Paper - for parent communication and training materials	30	\$9.99	General Supplies	Original	\$299.70
	Laminating Film Roll for parent training activities	2	\$60.00	General Supplies	Original	\$120.00
	Color Ink (per cartridge) for newsletter, parent training materials, invitations	2	\$100.00	Technology	Original	\$200.00
	Labels (pack)	2	\$20.00	General Supplies	Original	\$40.00
	Nicky Folders (ea)	1000	\$1.45	General Supplies	Original	\$1,450.00
	Copy Paper (case)	10	\$44.61	General Supplies	Original	\$446.10
	Shipping for Nicky Folders	1	\$116.00	General Supplies	Original	\$116.00
	Markers (dozen)	5	\$12.00	General Supplies	Original	\$60.00
	Card Stock - Reams	10	\$12.00	General Supplies	Original	\$120.00
	Refreshments for Parents for one parent training (up to \$3 per adult)	1	\$500.00	Program Supplies	Original	\$500.00
Chart Paper	5	\$78.00	General Supplies	Original	\$390.00	

Acct Description	Description
Teacher Parent Liaison	Certified Teacher Parent Liaison to provide parental support in obtaining needed resources, assisting families in understanding school policies and activities, to provide a home-school connection with schoolwide behavioral intervention and supports initiatives, and to facilitate volunteer opportunities within the school community, particularly for parents and family members.

## Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

### 1. Mission Statement

Citrus Cove Elementary is dedicated to fostering a strong partnership with parents, emphasizing shared decision-making. We encourage parents to actively engage as informed partners alongside school personnel in implementing our Title I school and home programs. Through effective communication, resource support, and tailored training initiatives, our aim is to enhance student achievement and empower every student to reach their full potential.

## Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is

reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Natalie Cromwell	Principal
Daniel Chapman	Assistant Principal
Shannon Colletta	Instructional Coach
Sandra Correia	Instructional Coach
Elizabeth Fishetti	Parent/Family Liaison
Emily Knowles	PTO President

**2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.**

The following individuals were selected since they represent our school in leadership. One of the instructional coaches supports primary and one supports intermediate students. In addition, the Parent/Family Liaison will be working with students, families, and teachers in grades K-5. Citrus Cove Elementary sent out a flyer in 3 languages, sent out a parent link email, and call out to inform our school community about our PFEP input meeting. We invited the parents to a meeting in the Spring on April 5, 2023 to request their input on the Parent and Family Engagement Plan. In addition, we asked for the PFEP input at our SAC (teachers, staff, parents, community members, PTO members) meeting as well held on April 12, 2023. Our Faculty and Staff were invited to our faculty meeting on April 10th to request their input in developing the Parent and Family Engagement Plan.

**3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.**

The stakeholders will be involved by providing input, looking at the data/trends, and representing our school community. CNA Input Meetings were held to involve all stakeholders. CNA Input Meeting for entire School Community: March 5th - verbal input or written (each community member provided with an index card to write input) CNA Faculty Input Meeting (All Teachers & Staff): The month of March during PLCs -Google Form sent out to teams



4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

The stakeholders provided input as to how Title I funding will support parent and family engagement by being involved in direct meeting with stakeholders, such as, teachers, staff, and parents. It was decided that we would place approximately 3,700 in the Parent Engagement Supply Fund to purchase folders for student/parent communication (home/school connection). We would also need copy paper and ink to send home flyers in all languages to inform parents of our family engagement events. We would also need these funds to support training materials and supplies.

Name	Title
Natalie Cromwell	Principal
Daniel Chapman	Assistant Principal
Shannon Colletta	Instructional Coach

## Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

September 11, 2024 in the Media Center at Citrus Cove Elementary School

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

The Annual Meeting will be posted on our marquee, a call-out will be conducted, and paper flyers.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

A slide show will be prepared for the annual meeting.

## Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Student Data Training (Kinder-2nd)

- What specific strategy, skill or program will staff learn to implement with families?

We will prioritize effective communication of student data with parents and empower teachers to guide parents in supporting their children's learning at home. Through practical demonstrations and interactive discussions, we'll explore user-friendly tools and methods for sharing student progress updates with parents, ensuring transparency and collaboration. Additionally, we'll provide educators with strategies and resources to help parents create conducive learning environments and reinforce classroom concepts outside of school hours.

- What is the expected impact of this training on family engagement?

By fostering strong partnerships between teachers and parents, we aim to enhance student success and create a supportive environment for learning both in and out of the classroom.

- What will teachers submit as evidence of implementation?

1 Sign In Sheet from the Training they attended 1 Slide Show/Agenda from the Training 1 Parent/Teacher Conference notes

- Month of Training

August

- Responsible Person(s)

Shannon Colletta

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

N/A

- Number of Participants

N/A

- What were teachers able to do as a result of the training?

N/A

- How do you know?

N/A

- What went well with the training

N/A

- What improvements would be made and what steps will you implement to make the training more effective

N/A

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Empowering Educators: Mastering Newsletter Creation & Communication for Parental Engagement (3rd-5th)

- What specific strategy, skill or program will staff learn to implement with families?

This interactive training session will be designed to equip educators with the essential skills to effectively create and utilize newsletters for seamless communication with parents. In this workshop, teachers will delve into the art of crafting engaging newsletters that serve as powerful tools for sharing important updates, highlighting student achievements, and fostering stronger home-school connections. Through hands-on activities and practical guidance, participants will learn best practices for content creation, layout design, and distribution strategies tailored to meet the diverse needs of parents.

- What is the expected impact of this training on family engagement?

After completing this training, teachers will confidently craft and utilize newsletters as effective communication tools, fostering stronger connections with parents and enhancing overall parental engagement in the educational journey.

- What will teachers submit as evidence of implementation?

3 grade level newsletters

- Month of Training

August

- Responsible Person(s)

Stefanie Stibal & Shannon Colletta

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

N/A

- Number of Participants

N/A

- What were teachers able to do as a result of the training?

N/A

- How do you know?

N/A

- What went well with the training

N/A

- What improvements would be made and what steps will you implement to make the training more effective

N/A

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

### 1. Parent and Family Capacity Building Training #1

- Name of Training

LITERACY NIGHT

- What specific strategy, skill or program will parents learn to implement with their children at home?

In our primary grade training sessions, parents will gain insights into the foundational aspects of their child's reading journey, including developmental milestones, grade-specific expectations, and actionable strategies to support literacy development at home. For intermediate grades, the focus shifts to a deeper understanding of grade-level expectations, BEST standards, effective homework assistance techniques, and the vital role of regular reading routines. Additionally, parents will learn how to foster comprehension through targeted questioning techniques and address fluency challenges with proven strategies. Throughout both sessions, emphasis will be placed on making literacy engaging and enjoyable for both students and parents, ensuring a positive and enriching learning experience.



- Describe the interactive hands-on component of the training.

Parents will have the chance to create and participate in hands-on activities focused on sight word games, story elements, fluency exercises, and question stems.

- What is the expected impact of this training on student achievement?

This training will enhance student achievement by fostering stronger collaboration between parents and teachers, empowering parents to actively support their child with homework, classwork, and the creation of a more enjoyable learning experience.

- Date of Training

October 8, 2024

- Responsible Person(s)

Sandra Correia and Shannon Colletta

- Resources and Materials

Copy Paper, Chart Paper, Picture Books, Teacher Resource (Sequence the Story Sheet), Refreshments, Sign In, Agenda, Question Prompts (cardstock) to go home with parents, Scholastic News using our Panther's Persevere Strategy (sent home with parents).

- Amount (e.g. \$10.00)

Approximately \$167.00

### 3. Parent and Family Capacity Building Training #2

- Name of Training

Testing Tactics: Empowering Parents with Effective Strategies for Home Learning Success

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will be introduced to our school test taking strategies, PRIDE for reading comprehension and the CUBES method for math problem-solving. Through this presentations and interactive exercises, parents will learn how to effectively implement these strategies into their child's study routine, promoting deeper understanding and improved performance in both reading and math assessments.

- Describe the interactive hands-on component of the training.

Parents will receive hands-on guidance in implementing PRIDE strategies while engaging with a 3rd-grade level reading passage. Additionally, they will be equipped with practical skills in applying CUBES methodology to solve math problems spanning from 3rd to 5th grade, ensuring a comprehensive understanding and application of both techniques.

- What is the expected impact of this training on student achievement?

From fostering critical thinking skills with PRIDE to tackling math problems systematically with CUBES, parents will gain practical tools and insights to support their child's learning journey every step of the way.

- Date of Training

September 2024

- Responsible Person(s)

Shannon Colletta

- Resources and Materials

Panther's Preserve take home cards for ELA and math, Slideshow, sample passages and math problems for parents to work out.

- Amount (e.g. \$10.00)

\$50

## 5. Parent and Family Capacity Building Training #3

- Name of Training

STEAM NIGHT TRAINING

- What specific strategy, skill or program will parents learn to implement with their children at home?

Our STEAM training program is designed to offer consistent and robust support to our families. Parents will gain access to a wealth of resources and hands-on materials and activities to engage their children effectively. Through an engaging and interactive format, parents will learn practical ways to support their child in meeting grade-level standards in science and mathematics. Additionally, they will receive grade-specific games to facilitate learning at home. Our STEAM Teacher and Tech Lab instructor will deliver professional development sessions tailored to their expertise in grade-level standards, encouraging students to think critically and innovate in their approach to science and math problems.

- Describe the interactive hands-on component of the training.

Citrus Cove Elementary is a STEAM SCHOOL for Choice Education and a community school. Science Technology Engineering, Art, and Mathematics is integrated into our classrooms and fine arts. Our community wants to support their children especially in the area do science and math. Since math and science expectations are different from what most parents are used to, we will provide hands-on experiences for parents to support their child at home. Parents will be trained on fun interactive science and mathematics activities they can engage in with their child at home. In addition, parents will be provided with math games they can do with their child at home to support the standards being taught.

- What is the expected impact of this training on student achievement?

This training will positively affect student achievement by having parents work more in partnership with teachers to help their child with homework, the classwork, and to make learning fun.

- Date of Training

FEBRUARY 20, 2025

- Responsible Person(s)

Michelle Richards and Alan Koesten

- Resources and Materials

Agenda, Sign In, Copy Paper, Chart Paper, Markers, Card Sock, Planetarium, Learning Sheet on Constellations, Interactive STEAM Activities to do at home, and Interactive STEAM Activities for families.

- Amount (e.g. \$10.00)

Approximately \$167.00

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

McKinney Vento

- Describe how agency/organization supports families.

McKinney Vento is a Homeless Assistance Act to provide families with support who are homeless so that they have the same educational opportunities as housed students by removing the barriers of learning for homeless students.

- Based on the description list the documentation you will provide to showcase this partnership.

3 copies of completed Housing Questionnaires 1 copy of an SBT Meeting to support students who meet this criteria to ensure they are receiving the academic, social, emotional, and having their basic needs met.

- Frequency

On-Going

## 2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Boca Helping Hands

- Describe how agency/organization supports families.

Boca Helping Hands provides food, job training, access to healthcare and financial assistance to help individuals and families improve their quality of life.

- Based on the description list the documentation you will provide to showcase this partnership.

1 flyer in 3 language to see if any families would like to receive a food box on Fridays to provide food for the student/families for the weekend.

- Frequency

On-Going

## 3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Literacy Coalition of Palm Beach

- Describe how agency/organization supports families.

The Literacy Coalition collaborates with our school community to provide reading mentors for our students, ensuring that every student achieves literacy.

- Based on the description list the documentation you will provide to showcase this partnership.

1 copy of Parent Letter Sent home to students regarding the Literacy Coalition

- Frequency

On-Going

## Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Citrus Cove Elementary provides information to parents and families in a timely matter regarding Title One programs by using various communication methods. When sending home information the contents are translated in Spanish and Haitian Creole. Parents receive the information by paper letter, flyer, remind message, Parent Link, and newsletter.

- List evidence that you will upload based on your description.

1 Newsletter 1 copy of the Flyer (Eng., Spanish, Creole) and sign-in sheet from Title I Annual Meeting

- Description

Parents will be informed about the curriculum and proficiency levels of their child by the classroom teacher during curriculum night and parent/teacher conferences. In addition, the administrative team will share this information in SAC Meetings and PTO Meetings with stakeholders.

- List evidence that you will upload based on your description.

1 Copy of Slide Show and invitations 1 Sign In Sheets 2 Conference Notes

- Description

Parents will be informed about academic assessments used to measure student progress of their child by the classroom teacher during curriculum night, parent/teacher conferences, letters sent home, progress reports, and report cards. In addition, the administrative team will share this information in SAC Meetings and PTO Meetings with stakeholders.

- List evidence that you will upload based on your description.

1 Copy of Slide Show, invitation and agenda 1 Sign-In Sheets

- **Description**

The school will inform parents about opportunities to participate in decision-making related to the education of their children during SAC Meetings, Title One Annual Meetings, and the Family Engagement Plan Input Meeting.

- **List evidence that you will upload based on your description.**

1 Flyer of SAC Invitation and Sign-In, 1 community email from the principal, 1 Slide Show Presentation.

- **Description**

The school will offer flexible meeting dates and times for training, activities, and events to remove the barriers for attendance by have events that parents can attend and volunteer during various parts of the school day and offering one-on-one meetings for parents who may have missed an event.

- **List evidence that you will upload based on your description.**

1 Agenda and sign-in from a Morning Family Engagement Event 1 Agenda and sign-in from Volunteer Training 1 Agenda and sign-in from an Evening SAC Meeting

## **Accessibility**

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities



### 3. Families engaged in migratory work

### 4. Families experiencing homelessness

- Description

Citrus Cove Elementary has created a welcoming environment where all families feel as if they are part of the school community. Citrus Cove Elementary provides parents and families who have limited English proficiency with translation of flyers and letters. In addition, we have 2 language facilitators on campus who assist with parent/teacher conferences, assistance in the front office, and during events at the school.

- List evidence that you will upload based on your description.

One Flyer (all languages) One Letter (all languages)

- Description

Citrus Cove Elementary encourages all families to be involved in their child's learning and events at the school. We do this by trying to decrease the barriers and increase parental participation. This may involve providing families with a sign language interpreter, special seating, physical arrangement of an event, or translation.

- List evidence that you will upload based on your description.

One copy of invitation with accommodations offered Copy of room assignments (only meeting on first floor) Photo of handicapped parking space and ramps

- Description

Citrus Cove Elementary creates a positive environment where all students and families are welcome. We will provide families engaged in migratory work with kindness, translation, and flexible events.

- List evidence that you will upload based on your description.

1 translated letter, 3 sample conference notes showing CLF participation, 1 translated flyer, SIS list of migrant students

- Description

Citrus Cove Elementary has compassion for our families who may be experiencing homelessness. We provide these families with resources from McKinney Vento and flexibility if needed. The student will also be referred to SBT.

- List evidence that you will upload based on your description.

3 Completed Housing questionnaires, 1 McKinney-Vento Flyer distributed to families, 1 copy of SBT meeting regarding students that fit this criteria

## Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

### 1. Activity #1

- Name of Activity

n/a

- Brief Description

n/a

### 2. Activity #2

• Name of Activity

n/a

• Brief Description

n/a

3. Activity #3

• Name of Activity

n/a

• Brief Description

n/a

## Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

## 1. Building Students' Non-Academic Skills

In our educational framework, we prioritize active student participation in the establishment of classroom rules and structures geared towards fostering positive behavior. This collaborative approach ensures that students feel a sense of ownership and responsibility for maintaining a conducive learning environment. Each classroom prominently displays these rules alongside school-wide expectations, serving as constant reminders for everyone. Furthermore, our school implements a comprehensive system of Positive Behavioral Support (PBS) that is infused throughout the entire school community. This system is designed to provide clear guidelines and expectations for behavior, thereby promoting consistency and fairness in disciplinary actions. Our educators play a pivotal role in this system by not only enforcing the rules but also by actively teaching and modeling these expectations across various settings, including classrooms, hallways, the cafeteria, and student assemblies. Through explicit instruction and consistent modeling, students are empowered to understand and embody the values of respect, responsibility, and cooperation in all their interactions within the school environment. This approach fosters a culture of mutual respect, empathy, and accountability, contributing to a positive and nurturing educational experience for all stakeholders. Every day begins with a Morning Meeting, fostering a sense of community within each classroom. Strategies like "meet up" and "buddy up" are employed to cultivate positive relationships between students and between students and teachers. Should challenges arise, students are encouraged to reflect on their behavior. Our school counselors conduct group sessions addressing social and emotional needs, in addition to offering individual counseling services. Prior to any disciplinary referral to the office, our administration reviews and oversees a series of steps, including student reflection and parental notification. Instruction is tailored to meet the diverse needs of all students, promoting active engagement. Teachers are encouraged to pursue professional development opportunities in classroom management, such as CHAMPS training. Finally, we extend invitations to all enrolled students to actively participate in school-sponsored activities, clubs, and field trips, ensuring inclusivity and involvement across our entire school community.

## SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

## 1. SBT/MTSS Implementation

At Citrus Cove Elementary, our Problem Solving School Based Team (SBT) operates within the framework of the Multi-Tiered System of Supports (MTSS) to guide behavior and academic interventions through the Response to Intervention (RtI) process. The MTSS process begins with a focus on ensuring effective Core Instruction (Tier 1) is established. Subsequently, the School Based Team identifies students who may require additional support by analyzing data and referrals provided by classroom teachers. This data includes diagnostics, formative assessments, and teacher observations, all of which inform decision-making through a structured decision tree. Students identified as needing further assistance are provided with supplemental interventions (Tier 2) delivered by interventionists. The team convenes regularly to review universal screening, diagnostic, and intervention data. Using this information, they establish student goals, select appropriate progress monitoring tools, and determine evidence-based interventions. Progress is monitored every ten days to gauge the effectiveness of the interventions. During SBT meetings, a problem-solving approach is employed, involving identifying, analyzing, planning, and evaluating interventions. RtI decision rules guide the interpretation of progress monitoring data, categorizing responses as positive, questionable, or poor. Based on data and discussions, the team assesses whether students are making adequate progress. Those showing positive responses continue with interventions unchanged, with gradual fading as progress continues. Students with inadequate or poor responses undergo further assessment to determine if they require more intensive interventions (Tier 3). This process considers various factors and barriers to ensure interventions align with student goals. During Tier 3 intervention, the team sets goals for sixteen weeks and intensifies support as needed. Interventionists continue to provide interventions and collect assessment data every five days. At Citrus Cove Elementary, we ensure interventionists receive appropriate professional development and implement interventions faithfully. Each case is assigned a liaison to provide support and ensure progress monitoring reports are collected for future meetings, ensuring accountability and the effectiveness of our intervention strategies.

## Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

*\*The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history,*

*geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

## 1. Well-Rounded Education

At our school, we've established a powerful process for identifying core instructional needs that revolves around the continuous collection of student data from both formal and informal assessments conducted by all instructional staff. This data serves as the foundation of our decision-making process, guiding us in providing targeted interventions and enrichment opportunities for all students, with a particular focus on narrowing the achievement gap. Our instructional staff and administrators are committed to the ongoing review, analysis, and utilization of this data to inform school-wide decisions effectively. By using a variety of data systems, we ensure a comprehensive understanding of student progress and areas needing improvement. Teachers and administrators utilize a comprehensive approach to data analysis, incorporating a range of assessments including state, district, and teacher-created assessments. This comprehensive view enables us to tailor instruction to meet individual student needs through strategies such as small group instruction, targeted interventions, tutorials, and enrichment activities. The school is committed to ensuring that instructional staff effectively align with educational standards through the daily delivery of rigorous instruction using our district-wide curriculum. To facilitate understanding, teachers prominently display the lesson's objectives for all students. They adhere to the district pacing calendar and scope and sequence, ensuring comprehensive coverage of all standards. Assessments are conducted at the conclusion of each unit to gauge student mastery. Teachers undergo evaluations twice a year, with new teachers evaluated four times annually, ensuring adherence to state and district mandates. Students receive optimal instruction, encompassing content, strategies, and a broad knowledge base across all subjects. To extend learning opportunities, we offer an aftercare program and tutorials, with student participation based on data and intervention needs. Tutorial programs focus on ELA, Math, and Science to support student progression and achievement. Monthly school-wide STEAM challenges serve as a bridge between classroom learning and real-world applications. Students are encouraged to innovate and engage in hands-on projects integrating science, math, engineering, arts, and technology. Our extracurricular activities and clubs, such as SECME, Engineering, Art, Academic Games, Performing Arts, and Chess clubs, provide avenues for students to challenge their minds and foster an environment where innovation and creativity thrive.

## Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- ACT/SAT prep programs;
- Building pathways to rigorous coursework;
- Project-based learning opportunities;

- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

## 1. Post-Secondary Opportunities and Workforce Readiness

At Citrus Cove Elementary, we prioritize preparing students for their future by fostering awareness of post-secondary opportunities and the workforce. Our annual Career Day is a cornerstone event where the entire school community participates in a diverse range of presentations and activities. From dentistry to the military, law enforcement to dance, law to education, students are exposed to a wide array of career options. This immersive experience is made possible through the involvement of community members, stakeholders, guest speakers, and educators. During Career Day, participants deliver engaging presentations and hands-on activities, allowing students to explore different careers firsthand and ask questions. This interactive approach helps students to develop a deeper understanding of various professions and the pathways to pursue them. In addition to Career Day, we offer Accelerated Mathematics programs for students in Grades 3, 4, and 5, catering to those with a keen interest in advanced mathematics. Students enrolled in the Accelerated Mathematics Program (AMP) undergo rigorous challenges tailored to their academic abilities. At the end of each school year, AMP students take a grade-level advanced test to assess their proficiency. The decision to participate in the AMP program involves collaboration between students, parents, and educators to ensure alignment with individual learning goals and to support student success. By providing these opportunities, Citrus Cove Elementary strives to empower students to excel academically and prepare them for future endeavors in their chosen fields.

## Transition From Early Childhood to Elementary School

**Elementary Schools:** Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start



- Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies

- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

**Secondary Schools:** Click on the Exemption button above if this is not applicable to you.

### 1. Transition to Elementary School

We provide comprehensive support to preschool students and families as they transition from early childhood education programs to elementary school. Our approach includes various initiatives aimed at familiarizing students with our school environment, expectations, and faculty. One key aspect of our transition program involves offering multiple VPK classes on our campus. These classes serve as a foundational step in familiarizing students with our school community, our norms, and our dedicated educators. Moreover, we facilitate the transition process by hosting an annual Kindergarten Round-Up event each spring. This event offers parents and prospective kindergarten students the opportunity to meet our current kindergarten teachers, ask questions, and gain insights into the kindergarten experience at our school. Additionally, at the commencement of each kindergarten year, we implement a staggered start approach. This allows new kindergarteners to gradually acclimate to their new environment by meeting their teachers in small group settings and familiarizing themselves with classroom rules and routines. Through these tailored initiatives, we aim to ensure a smooth and positive transition for both students and their families as they embark on this important educational journey from preschool to elementary school.

## Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- Mentoring
- PAR Teacher
- Online workshops



- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Professional book study
- Consultants
- Multicultural and ESE trainings

## 1. Professional Development

Citrus Cove is dedicated to fostering continuous professional growth among its classroom teachers and staff through a diverse array of district and school-provided professional development opportunities. These sessions are meticulously designed to cater to the multifaceted needs of educators, comprising both compliance-required modules and avenues for profound professional enrichment. For newcomers, the journey begins with comprehensive peer observations and mentoring programs tailored to support their seamless integration into the educational landscape. Furthermore, shadowing experiences are readily available to any teacher seeking additional guidance in honing their instructional techniques or classroom management skills. In line with the district's commitment to instructional excellence, a rich repository of instructional resources is readily accessible through the district portal, spanning various content domains to empower educators in delivering high-quality education. During Professional Development Days (PDD), teachers and staff are immersed in a rich tapestry of learning experiences, ranging from specialized training in Oral Reading Records. Additionally, deep dives into Content Areas such as ELA and Math, data analysis leveraging platforms like iReady, and safety protocols further fortify the professional repertoire. While the digital realm offers a plethora of resources, the cornerstone of Citrus Cove's professional development ethos remains rooted in face-to-face interactions, fostering authentic connections and enriching dialogue among educators.

## Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

### Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)

### Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning

- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

## 1. Recruitment and Retention

At Citrus Cove, our commitment to supporting and retaining our teachers is unwavering. We prioritize their professional growth and well-being through a comprehensive range of initiatives aimed at fostering a nurturing and collaborative environment. Central to our retention strategy is the implementation of an Open Door Policy, ensuring that teachers feel heard, valued, and supported at all times. This culture of accessibility promotes open communication and facilitates the exchange of ideas and feedback. We understand the importance of continuous professional development, which is why we offer a myriad of opportunities for our educators to expand their skills and expertise. From targeted workshops to personalized coaching sessions provided by our dedicated instructional coaches, we strive to empower our teachers to excel in their roles. Furthermore, our grade level chairs play a pivotal role in providing mentorship and guidance, facilitating collaboration and sharing best practices among their peers. Through collaborative planning sessions during Professional Learning Community (PLC) meetings, teachers have the chance to synergize their efforts and optimize student learning outcomes. For our newest team members, the Educator Support Program (ESP) offers tailored support and resources to navigate the initial challenges of teaching, ensuring a smooth transition into their roles. We also recognize the importance of recognizing and valuing the contributions of our teachers and staff. Our positive school culture is nurtured through mutual respect, gratitude, and a School-Wide Positive Behavior Support system that promotes a shared commitment to respect, responsibility, cooperation, safety, and positivity. While recruitment isn't a frequent challenge due to our positive reputation, Citrus Cove actively participates in job fairs and welcomes new interest for future positions, ensuring a continuous influx of talent to complement our thriving community. Moreover, our partnerships with Palm Beach College and Florida Atlantic University provide aspiring educators with invaluable classroom experiences alongside our seasoned teachers. Through strategic placements and mentorship, we nurture the next generation of educators, enriching their pedagogical skills and classroom management techniques. Each year, Citrus Cove opens its doors to student teachers and practicum students, offering immersive field experiences, clinicals, and job shadowing opportunities under the guidance of our experienced educators. By fostering this symbiotic relationship, we contribute to the growth and development of future educators while enriching our school community with fresh perspectives and innovative ideas.