

The School District of Palm Beach County

Citrus Cove Elementary School



2021-22 Schoolwide Improvement Plan

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Citrus Cove Elementary School

8400 LAWRENCE RD, Boynton Beach, FL 33436

<https://cces.palmbeachschools.org>

Demographics

Principal: Natalie Cromwell

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: B (59%) 2016-17: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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8400 LAWRENCE RD, Boynton Beach, FL 33436

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>68%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>72%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade	B	B	B	B

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Citrus Cove Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his and/or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

Citrus Cove Elementary envisions a dynamic, collaborative, multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Cromwell, Natalie	Principal	As the school leader, the principal makes all final school-wide decisions regarding instructional practices, safety, campus protocols, and leads school-wide culture. She manages all faculty, facility, and systems issues that may arise.
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.
Grandis, Lorretta	Teacher, K-12	As a grade leader, her duties and responsibilities are, but 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 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.
Lyons, Michelle	Teacher, K-12	As grade leader, her duties and responsibilities are, but not limited to, leading grade level PLCs, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping with problem solving with grade level issues.
Gallego, Marya	Teacher, K-12	As grade leader, her duties and responsibilities are, but 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.
soto, luz	Teacher, ESE	As ESE Coordinator and team leader, her duties and responsibilities are, but not limited to, leading grade level PLCs, communicating administrative directives to the entire team, supporting team members with planning and scheduling services for students, and helping with problem solving.
Orloski, Heather	Teacher, PreK	As Pre-K co-leader, her duties and responsibilities are, but not limited to, leading and organizing grade level PLCs, communicating administrative directives to the team, supporting team members with planning instruction, and helping with problem solving.
Burnett, Vickie	Other	As ESE Coordinator and team leader, her duties and responsibilities are, but not limited to, leading grade-level PLCs, communicating administrative directives to the entire team, supporting team members with planning and scheduling services for students, and helping with problem-solving.

Name	Position Title	Job Duties and Responsibilities
Fox , Samantha	Teacher, K-12	As a grade leader, her duties and responsibilities are, but 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.
Reid, Melissa	Teacher, K-12	As a grade leader, her duties and responsibilities are, but 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.
Davis, Karen	Teacher, K-12	As a grade leader, her duties and responsibilities are, but 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.
Romano, Jessica	Teacher, K-12	As a grade leader, her duties and responsibilities are, but 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.
Dockswell, Marni	Teacher, K-12	As a grade leader, her duties and responsibilities are, but 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.
Morien, Julia	Teacher, K-12	As a grade leader, her duties and responsibilities are, but 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.
Colletta, Shannon	Teacher, K-12	As a grade leader, her duties and responsibilities are, but 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.
Kirkpatrick, Deanna	Administrative Support	As Confidential Administrative Secretary, Mrs. Kirkpatrick manages personnel (including custodial team), human resources issues for staff members, completes and provides support with payroll, supports the school principal with confidential tasks that require conference notes and meetings to problem solve various issues.
Robson, Michelle	Teacher, PreK	As a co-leader in Pre-K, her duties and responsibilities are, but not limited to, are leading grade level PLCs, communicating administrative directives to the team, supporting team members with planning instruction, and helping with problem solving with grade level 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.*

7

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.*

13

Total number of teacher positions allocated to the school

68

Total number of students enrolled at the school

968

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	152	169	156	153	150	0	0	0	0	0	0	0	929
Attendance below 90 percent	32	25	23	15	16	28	0	0	0	0	0	0	0	139
One or more suspensions	1	0	1	0	0	2	0	0	0	0	0	0	0	4
Course failure in ELA	35	53	44	46	47	56	0	0	0	0	0	0	0	281
Course failure in Math	13	29	28	30	56	38	0	0	0	0	0	0	0	194
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	25	37	28	0	0	0	0	0	0	0	90
Level 1 on 2019 statewide FSA Math assessment	0	0	0	49	74	56	0	0	0	0	0	0	0	179
Number of students with a substantial reading deficiency	35	53	44	46	37	28	0	0	0	0	0	0	0	243
FY21 ELA Winter Diag Level 1 & 2	0	0	0	69	74	75	0	0	0	0	0	0	0	218
FY21 Math Winter Diag Level 1 & 2	0	0	0	48	78	73	0	0	0	0	0	0	0	199

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	19	32	28	42	62	58	0	0	0	0	0	0	0	241

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	3	7	2	1	0	0	0	0	0	0	0	16
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 9/15/2021

2020-21 - 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	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	

2020-21 - 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	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	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				63%	58%	57%	67%	57%	56%
ELA Learning Gains				61%	63%	58%	61%	61%	55%
ELA Lowest 25th Percentile				51%	56%	53%	45%	56%	48%
Math Achievement				65%	68%	63%	69%	65%	62%
Math Learning Gains				67%	68%	62%	58%	63%	59%
Math Lowest 25th Percentile				53%	59%	51%	43%	53%	47%
Science Achievement				55%	51%	53%	72%	56%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	58%	54%	4%	58%	0%
Cohort Comparison						
04	2021					
	2019	68%	62%	6%	58%	10%
Cohort Comparison		-58%				
05	2021					
	2019	61%	59%	2%	56%	5%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	54%	65%	-11%	62%	-8%
Cohort Comparison						
04	2021					
	2019	69%	67%	2%	64%	5%
Cohort Comparison		-54%				
05	2021					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	54%	51%	3%	53%	1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Throughout the school, various progress monitoring tools are used to track student performance in content areas. This allows teachers and administrators to monitor academic progress and growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular is learning seems inadequate, the teacher can adjust instruction and differentiate for the student. Various reports are used to monitor and support student learning. For ELA in Grades K-5, teachers use the

iReady Fall, Winter, and Spring Diagnostics to inform benchmark placement and growth monitoring. In iReady produces user-friendly reports and dashboards with actionable data which provides a foundational understanding of a student's strengths and areas of need.

For Mathematics, teachers progress monitor using the Successmaker tool, which is an adaptive program that provides personalized instruction for student growth and differentiation. This program provides an Initial Placement assessment which places students on a continuum based on their performance levels and provides correlating activities and lessons. Other progress monitoring tools used include district-level tools such as Unit Standardized Assessments (USA) which gives teachers information regarding mastery of standards at the end of a unit and the Florida Standards Quiz (FSQ) which gives teachers information regarding students' mastery of standards as each standard is taught. Teachers use all these progress monitoring tools to differentiate instruction and monitor student learning and growth.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51.3	37.9	54.4
	Economically Disadvantaged	47.6	29.2	44.7
	Students With Disabilities	33.3	23.5	47.1
	English Language Learners	42.1	21.1	38.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	100.0	83.7	87.0
	Economically Disadvantaged	100.0	80.0	83.2
	Students With Disabilities	0	73.3	87.5
	English Language Learners	100.0	64.5	70.3

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	66.7	72.5	70.9
	Economically Disadvantaged	65.2	66.0	64.0
	Students With Disabilities	50.0	47.6	36.4
	English Language Learners	30.0	38.9	31.6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	79.2	72.7
	Economically Disadvantaged	0	73.1	64.6
	Students With Disabilities	0	63.6	54.5
	English Language Learners	0	61.1	47.6

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	70.2	66.5
	Economically Disadvantaged	0	60.6	54.5
	Students With Disabilities	0	50.0	45.8
	English Language Learners	0	33.3	33.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	100.0	63.3	53.5
	Economically Disadvantaged	100.0	51.4	39.3
	Students With Disabilities	0	30.4	16.7
	English Language Learners	0	28.6	14.3

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	67.8	61.2
	Economically Disadvantaged	0	59.4	54.8
	Students With Disabilities	0	40.0	50.0
	English Language Learners	0	33.3	29.6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	49.0	47.8	48.8
	Economically Disadvantaged	38.0	37.3	37.8
	Students With Disabilities	40.7	35.5	26.7
	English Language Learners	32.0	32.1	32.1
	Grade 5			
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	63.1	67.4
	Economically Disadvantaged	0	56.5	62.8
	Students With Disabilities	0	40.9	43.5
	English Language Learners	0	42.9	43.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	59.1	63.0	56.5
	Economically Disadvantaged	51.1	52.0	47.1
	Students With Disabilities	39.1	39.1	31.8
	English Language Learners	21.7	26.1	26.1
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	76.7	81.8
	Economically Disadvantaged	0	69.2	77.5
	Students With Disabilities	0	71.4	60.9
	English Language Learners	0	65.2	69.6

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	33	52	55	31	39	25	17				
ELL	35	53	61	32	31	17	19				
ASN	77			84							
BLK	46	50	53	31	21	8	24				
HSP	50	70	71	40	33	13	38				
MUL	58	67		50	50		42				
WHT	73	58		63	47		60				
FRL	47	58	57	37	31	18	31				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	377
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trends that emerged across the grade levels include the first grade performing below percentage rates then second grade and third-grade performing rates in both content areas outperformed fourth and fifth grades. Also, another trend demonstrated in the data is the primary grades performing at a continuously higher rate in ELA than in Mathematics whereas, intermediate grades performed at a higher rate in ELA than in Mathematics. Overall, students identified as English Language Learners performed at a lower percentage rate in both ELA and mathematics than all other subgroups in all other grade levels (with the exception of the 5th grade Science assessment).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the data components, progress monitoring, and the 2019 state assessments, the area for the greatest need of improvement is 5th-grade mathematics where the total Mathematics rate, on the Florida State Assessment, dropped to 28% in 2020-2021 school year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors for this need for improvement are mainly based on the learning loss due to optional face-to-face instruction in schools during the COVID-19 pandemic and the start of virtual instruction. Approximately, 40% of fourth-grade students (current fifth-grade students), opted for virtual instruction up until March of 2021. Attendance rates were poor and inconsistent due to unprecedented times for all. Increased reliance on parent-led and self-guided learning, staggered school attendance, and distance learning, in general, presented a new way of learning for all. Students with learning disabilities or who demonstrated language barriers were faced with new challenges as face-to-face teaching was the preferred learning style for most children who were virtual learners. Simultaneous teaching was a challenge for most teachers. Many students did not attain grade-level mastery of standards in various content areas especially Mathematics. The new actions that would address this need for improvement are ensuring all students return to the campus (which the district has already addressed) and also the close monitoring of student attendance and academic progress. A weekly review of attendance reports by the Attendance clerk and School Administration is critical. Also, the review of student performance on assessments (such as USAs, FSQs, iReady, Successmaker, etc.) is crucial to track student progress and adjust daily instruction to meet the individual needs of students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on progress monitoring and 2019 state assessments, the third-grade students demonstrated the most improvement. According to the Florida State Assessments results, the third-grade cohort improved by 7% from 58% to 65% in ELA from 2019 to 2021. The same cohort also reduced the Level 1s by 7% from 22% in 2019 to 15% in 2021. Third grade consistently demonstrated the highest percentage rate on the iReady Assessments in all the Assessments periods (fall, winter, spring) among all Intermediate grades in all subgroup categories.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors for this improvement include, but are not limited to, approximately 92% of students were face to face by March of 2021. Only three students opted out of the FSA exams (ELA and Mathematics). Teachers closely monitored and tracked student progress in both ELA and Mathematics. Third-grade teachers collaborated in PLCs to organize, plan, and discuss pacing and delivery of instruction.

The third-grade team will continue to work closely to monitor and track student progress (especially for retained students) and collaborate in the planning and delivery of instruction.

What strategies will need to be implemented in order to accelerate learning?

Some of the strategies that need to be implemented in order to accelerate learning are to provide step-by-step (explicit) expectations for students to follow. Provide opportunities for students to practice strategies with guided practice, in small group instruction, and independently. Also, teachers must track growth in order to ensure differentiated instruction for all students. Data chats must be conducted for all students by teachers and discussions around data should take place during PLCs and data chats with administration. Communication with families must remain strong in order to provide the home school connection and necessary support for all students.

As an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary Prekindergarten (VPK) Program, Morning care, and Aftercare for students ages 4 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan.) The aftercare program includes VPK students through Grade 5. These programs are supported by the Department of Early Childhood Education, the Department of Extended Learning, and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of

children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. We schedule meetings, Open Houses, provide letters, flyers, and surveys, resources to incoming Pre-K families with the academic and behavior expectations of the school.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Based on the contributing factors and strategies identified to accelerate learning, the professional development opportunities that will be provided at the school include how to collect, monitor, and analyze data using the various progress monitoring tools used: iReady, Successmaker, FSQs, USAs. Templates and data discussion prompts for data chats will be shared with teachers to support the strong implementation of data workshops with teachers and students. Professional development on the Performance Matters data system will be offered during teacher professional development days. District support will be requested, in the area of small instruction in Mathematics, to support teachers in grades 3-5.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In order to sustain all improvements mentioned, the administration must monitor closely and provide a clear expectation of the long and short-term goals of the year. The staff must be aware of where the school is with performance and what the goals are in order to understand the plan of action. Each grade must devise a plan of action on how they will achieve their goal each year. It is imperative for all teachers to understand where students are in their learning journey and what their daily academic challenges are. The implementation of data chats can provide a clear summary of the pathway students are on in order to achieve success.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Based on the data components, progress monitoring, and the 2019 state assessments, the area for the greatest need of improvement is 5th-grade mathematics where the total Mathematics rate, on the Florida State Assessment, dropped to 28% in 2020-2021 school year.

Measurable Outcome: The current 5th-grade cohort Mathematics scores resulted in 68.3% proficiency in 2019 and had a significant decrease in Math results in 2021 at 28.3% proficiency. The measurable outcome we hope to see in the 2021-2022 school year is a 22% increase in the 5th grade Mathematics FSA exam. A 22% increase on the FSA Mathematics exam will demonstrate a 9% increase from last year's 5th-grade results and a -18.3% difference in the same cohort's mathematics results from 2019 (rather than a -40% difference). In order to close the achievement gap, the established goal must be specific, measurable, attainable, and realistic.

Monitoring: This area of focus will be monitored by both administration and teachers. Teachers will provide quality instruction (whole group and small group), hands-on learning opportunities, and close monitoring of student progress of formal and informal assessments. Data chats will be conducted with students to inform them of their growth and challenges. Teachers will meet in biweekly PLCs to organize, plan, and discuss curriculum scope and sequence and student data. The administration will conduct biweekly instructional learning walks to identify look for Mathematics standards, lesson targets, instructional methods used, key vocabulary, Mathematical Thinking, and Reasoning standards, and ongoing assessment practices. They will also provide feedback to teachers regarding these learning walks in order to enhance rigorous instruction.

Person responsible for monitoring outcome: Natalie Cromwell (natalie.cromwell@palmbeachschools.org)

Evidence-based Strategy: The evidence-based strategy used for this Area of Focus will be the consistent use of math journals in all math classes to capture the "I do (modeled instruction), we do (co-construction and facilitation), you do (independent practice)" of a lesson. This evidence-based method derived from Barbara Rogoff "Gradual Release of Responsibility Model" provides a teaching strategy that helps students use the modeling method to understand step-by-step mathematical solving.

Rationale for Evidence-based Strategy: The rationale for selecting this strategy is that this guided practice method helps move students through their Zone of Proximal Development by scaffolding their learning development. Teachers can use this method to develop lesson plans, help struggling learners, and demonstrate their knowledge of pedagogical skills during reteach of lessons and observations. Students can refer to their mathematical journals throughout the year for cumulative unit reviews, test preparations, and standards reteach.

Action Steps to Implement

Create a comprehensive action plan to address the area of focus for the targeted grade, based on the state and district data, with classroom teachers and the Assistant Principal.

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

Collect grade-level data for formative assessments to monitor the overall progress of students. In addition, highlighting students who are not making gains in various subgroups and/or are retainees is imperative to share with teachers during PLCs and with the school principal.

Person Responsible O'Mayra Cruz (o'mayra.cruz@palmbeachschools.org)

Provide Professional Development to teachers on the grade on the Performance Matters data collection system on Professional Development days, PLCs, and as needed. Provide sample templates on how to collect data and conduct data chats with students to summarize student growth and achievement.

Person Responsible Marni Dockswell (marni.dockswell@palmbeachschools.org)

Co-plan biweekly PLCs for the targeted grade to plan instruction, discuss student data, review best practices, and develop next steps for rigorous, high-quality instruction that will benefit all students. Also, team leaders will support any teachers who need additional support with curriculum, materials, technology, or other educational resources.

Person Responsible Shannon Colletta (shannon.colletta@palmbeachschools.org)

Co-plan biweekly PLCs for the targeted grade to plan instruction, discuss student data, review best practices, and develop next steps for rigorous, high-quality instruction that will benefit all students. Also, team leaders will support any teachers who need additional support with curriculum, materials, technology, or other educational resources.

Person Responsible Julia Morien (julia.morien@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the Safe Schools for Alex discipline data, Citrus Cove Elementary reported 0.1 incidents per 100 students. When compared to all elementary schools statewide, it falls into the very low category. The school is ranked at 122 out of 1,395 elementary schools statewide in an overall number of reported incidents per 100 students in 2019-2020. The incidents of crime, violence and disruptive behaviors are organized into three categories: violent incidents, property incidents, and drug/public order incidents. Under the category, of suspensions, Citrus Cove elementary is listed as having zero suspensions since the data is only captured for values of 10 or more.

The school-wide positive single culture at Citrus Cove Elementary School includes one that respectfully provides all students and teachers a learning environment that helps all individuals thrive academically, professionally, and socially-emotionally. Students and teachers are explicitly aware of the school expectations and are held to high standards to help create a learning environment where learners are responsible, respectful, cooperative, positive, and safe. A "Positive Panther Pledge" is taught by teachers and learned by all students. School-wide Positive Behavior lessons are shared with all teachers to implement in the classrooms and ensure students are rewarded for positive behaviors outlined by the Positive Pledge Expectations. Positive Panther parties and Panther tickets are some of the incentives provided for students to follow the expectations and be recognized for good, positive behaviors. We have weekly Panther winners who receive treasure box rewards and schoolwide recognition. Parents and guardians are informed of these practices through the monthly Principal newsletter and weekly call-outs. Morning meetings are conducted by homeroom teachers every morning for the first 10 minutes of school. At this time, teachers build relationships with students and help set the tone for the student's day. The teachers utilize Social Emotional Learning and Morning meeting activities created and recommended by the district. It is located on the district portal under the Blender page and organized by grade levels.

The students and teachers have consistently aligned to the school-wide expectations and use the same verbiage throughout the school. In order to capture the attention of students and teachers, we use the phrase "Panther Pride" to ensure attention and prestige in the daily work we do.

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.

At Citrus Cove Elementary school, we promote an equitable, positive learning environment for all teachers and students. We have established a single school culture that outlines expectations that focus on responsibility, respect, safety, cooperation, and positivity. The school-wide positive single school culture at Citrus Cove Elementary School includes one that respectfully provides all students and teachers a learning environment that helps all individuals thrive academically, professionally and socially-emotionally. Students and teachers are explicitly aware of the school expectations and are held to high standards to help create a learning environment where learners are responsible, respectful, cooperative, positive, and safe. A "Positive Panther Pledge" is taught by teachers and learned by all students. School-wide Positive Behavior lessons are shared with all teachers to implement in the classrooms and ensure students are rewarded for positive behaviors outlined by the Positive Pledge Expectations. Positive Panther parties and Panther tickets are some of the incentives provided for students to follow the expectations and be recognized for good, positive behaviors. We have weekly Panther winners who receive treasure box rewards and schoolwide recognition. Parents and guardians are informed of these practices through the monthly Principal newsletter and weekly call-outs. Morning meetings are conducted by homeroom teachers every morning for the first 10 minutes of school. At this time, teachers build relationships with students and help set the tone for the student's day. The teachers utilize Social Emotional Learning and Morning meeting activities created and recommended by the district. It is located on the district portal under the Blender page and organized by grade levels. The students and teachers have consistently aligned to the school-wide expectations and use the same verbiage throughout the school. In order to capture the attention of students and teachers, we use the phrase "Panther Pride" to ensure attention and prestige in the daily work we do.

In alignment with school board 2.09 and Florida State statute 1003.42, the State Mandate aimed at integrating culturally appropriate content in textbooks and instructional materials.

(g) The history of the Holocaust

(h) The history of African Americans

(p) The study of Hispanic contributions to the United States.

(q) The study of women's contributions to the United States.

(t) The sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

Citrus Cove Elementary highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study the music of different eras and countries, and in media, our library selection is filled with books related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics and women within US History. 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. The Media Center has a wide array of books highlighting different backgrounds, history, and cultures for students to read and borrow. Students are given an opportunity to ask questions for more information. In addition, in our STEAM student Choice program, students are afforded the opportunity to attend Citrus Cove through the program outside of the demographic area of the school. These opportunities diversify the school to allow students to interact and learn from students from various backgrounds and cultures. Our after-care program, monthly STEAM challenges, virtual field trips, hands-on heritage projects, All About me projects/books, and annual school events help build community and relationships among students, teachers, and staff members while promoting learning and academic success. These opportunities will prepare our students to be critical thinkers and global citizens in the world.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The principal and assistant principal lead the school-wide initiatives and provide support to the lead teachers and committee overseeing the School-Wide Positive Behavior (SWPBS) and School Culture. They

also ensure teachers are infusing lessons into their daily schedule and implementing school-wide expectations in their classrooms.

The co-leads for School-Wide Positive Behavior and School Culture provide teachers with an outline of the student expectations, lessons, and activities they can implement in the classroom. The co-leads provide support for each grade level. One lead is assigned to the primary grades and the other to the intermediate grades. They present content and strategies at faculty meetings and grade level meetings (as needed). They also complete the district documentation that ensures compliance for the school.

The SWPBS committee is composed of members from each grade level and various staff members. They help create and coordinate student activities that help reward positive behaviors and maintain a single school culture. The committee meets once a month to discuss student data (student Panther discussions, Pressing Panthers, etc.), recognition, Panther parties, Panther tickets rewards, Treasure box, and any upcoming events. They work collaboratively to ensure teachers and staff provide a nurturing, positive environment for students to learn, grow, and thrive both academically and social emotionally.

Parents and guardians are an important group of stakeholders in establishing and maintaining a positive culture and environment at the school. Parents are taught the student expectations through the Principal's monthly newsletters, teacher notifications, and principal call-outs. We rely on parents and guardians to help students understand the 5 main principles of our Positive Panther Expectations: responsible, respectful, cooperative, safe and positive.

Although stakeholders have distinct roles and responsibilities in promoting a positive culture and environment, all stakeholders work together to ensure students have the tools they need to learn and be successful while nurturing the whole child.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00