

The School District of Palm Beach County

Citrus Cove Elementary School



2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2021-22 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	2021-22: A (64%) 2018-19: B (59%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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<https://cces.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>96%</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>73%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	B	B	B

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Cromwell, Natalie	Principal	As the school leader, the school principal oversees all academic initiatives, safety issues, facilities management, personnel organizational structures, and student and families concerns.
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 IEP 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

Name	Position Title	Job Duties and Responsibilities
		<p>team members with planning instruction, and helping with problem solving.</p>
<p>Burnett, Vickie</p>	<p>Other</p>	<p>As the ESOL 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 ELL planning and scheduling services for students, and helping with problem-solving.</p>
<p>Fox , Samantha</p>	<p>Teacher, K-12</p>	<p>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.</p>
<p>Reid, Melissa</p>	<p>Teacher, K-12</p>	<p>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.</p>
<p>Davis, Karen</p>	<p>Teacher, K-12</p>	<p>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.</p>
<p>Romano, Jessica</p>	<p>Teacher, K-12</p>	<p>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.</p>
<p>Dockswell, Marni</p>	<p>Teacher, K-12</p>	<p>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.</p>
<p>Morien, Julia</p>	<p>Teacher, K-12</p>	<p>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.</p>

Name	Position Title	Job Duties and Responsibilities
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 2022 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.*

5

Number of teachers with a 2022 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.*

22

Total number of teacher positions allocated to the school

74

Total number of students enrolled at the school

1,015

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	168	153	161	197	137	153	0	0	0	0	0	0	0	969
Attendance below 90 percent	53	40	43	32	26	24	0	0	0	0	0	0	0	218
One or more suspensions	1	1	1	3	2	0	0	0	0	0	0	0	0	8
Course failure in ELA	15	38	37	41	30	25	0	0	0	0	0	0	0	186
Course failure in Math	9	23	14	26	17	20	0	0	0	0	0	0	0	109
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	34	18	28	0	0	0	0	0	0	0	80
Level 1 on 2022 statewide FSA Math assessment	0	0	0	51	30	51	0	0	0	0	0	0	0	132
Number of students with a substantial reading deficiency	0	0	0	71	39	62	0	0	0	0	0	0	0	172

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	14	27	20	53	33	48	0	0	0	0	0	0	0	195

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	0	0	9	0	0	0	0	0	0	0	0	0	12
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

Tuesday 9/6/2022

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	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	

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	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	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	63%	59%	56%				63%	58%	57%
ELA Learning Gains	76%						61%	63%	58%
ELA Lowest 25th Percentile	60%						51%	56%	53%
Math Achievement	58%	53%	50%				65%	68%	63%
Math Learning Gains	74%						67%	68%	62%
Math Lowest 25th Percentile	65%						53%	59%	51%
Science Achievement	51%	59%	59%				55%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	58%	54%	4%	58%	0%
Cohort Comparison		0%				
04	2022					
	2019	68%	62%	6%	58%	10%
Cohort Comparison		-58%				
05	2022					
	2019	61%	59%	2%	56%	5%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	54%	65%	-11%	62%	-8%
Cohort Comparison		0%				
04	2022					
	2019	69%	67%	2%	64%	5%
Cohort Comparison		-54%				
05	2022					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	54%	51%	3%	53%	1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	29	51	46	32	54	46	19				
ELL	48	75	68	44	73	64	33				
ASN	75	80		82	85						
BLK	58	75	59	50	75	65	47				
HSP	55	78	71	46	72	63	45				
MUL	60	58		52	77						
WHT	77	75	40	77	71		63				
FRL	54	71	58	49	70	63	42				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	504
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	61

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Across the grade levels, subgroups and core content areas, Citrus Cove Elementary demonstrate improvements in both the FSA ELA and FSA Math as compared to the previous year. There was a 16% percentage point overall increase in ELA scoring an overall score of 62.3% and a 40% percentage point overall increase of 54%. With the exception of third grade, each grade showed an average of 17.5% increase in ELA and Math FSA scores. The 5th grade AMP students, who took the 6th grade Mathematics test, displayed a 100% proficiency level which increased by 2% from the previous year. In the subgroup categories, the SWD (Lowest 25%) group demonstrated 21% increase from the previous year in Mathematics. English Language Learners increased in all categories including ELA/Math achievement, ELA/Math Learning Gains and ELA/Math lowest 25%. The greatest increase in Mathematics learning gains at an increase of 42%. Black students showed the most increase in ELA learning gains and Math learning gains. Math Learning gains by the lowest 25% of black students

demonstrated the greatest increase at 57%. White, Hispanic, Asian and FRL (Free & Reduced Lunch) subcategories are steadily increasing in all achievement categories.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

It is evident that the current 4th grade ELA achievement and proficiency displays a great need for improvement. In 2021-2022 school year, the 3rd grade cohort scored 53% proficiency in the FSA ELA exam showing a significant 12% decrease as compared to the prior year (65%). Students were deficient in fluency and phonics skills therefore, unable to comprehend grade level text. In 2021-2022, the same cohort demonstrated a 2% deficiency in Mathematics (51%) as compared to the previous year (53%). The students received ELA and Math tutorials and interventions services throughout the year. Teachers provided differentiated instruction in the classroom during small group rotations during the ELA block.

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 to this need for improvement begin with the lack of foundational literacy skills many of the students lacked from being virtual students during the 2019-2020 and 2020-2021 school years. This cohort of students were primary students during school options for brick and mortar and virtual schooling. Many students stayed home and were not monitored for their understanding of basic literacy skills. Many students need phonics and phonemic awareness intervention after the Covid period was over and students returned to school. We found these students to demonstrate one grade level below in the iReady Assessments and diagnostics. While providing grade-level content and standards, students had to catch up at a rapid pace, to understand and apply new skills. Unfortunately, many students were unable to acquire the skills necessary to score at a proficient level despite tutorial and intervention support.

Some of the new actions needed to help close the achievement gap in fourth grade include early data chats with homeroom teachers including the new F.A.S.T assessments and iReady diagnostics. These chats will be essential in helping teachers provide targeted group instruction for all students. In addition, early tutorial sessions and intervention support for students who display a level 1 or 2 on the assessments. Parent engagement is also essential as it will inform parents of student progress and provide guidance on how parents can support students at home. Close monitoring of state-level assessments will be key to helping students achieve proficiency levels in the new school year.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The most improvement categories, based on the progress monitoring and 2022 state assessments include fourth grade ELA and Math proficiency. Students increased their proficiency levels by 23% in ELA and 28% in Mathematics. The fourth grade cohort demonstrated high levels of proficiency in all categories (learning gains, Lowest 25% and achievement. This cohort received direct and purposeful intervention and tutorial sessions. The students scored 65% in ELA in the previous year and 53% in Mathematics. The students were able to increase their proficiency by applying specific strategies and practicing skills from the previous grades. Students in accelerated classes were provided grade level standards and focused most of the year with the next grade level standards. Our 5th grade AMP students, who took the 6th grade AMP test, scored 100% proficiency on the 6th grade Mathematics FSA test.

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

The contributing factors to this improvement includes, but is not limited to, early intervention services, targeted tutorial sessions, small group differentiated instruction, and parent involvement. Students were

exposed to grade level texts and challenged to apply strategies and skills to support Reading and Writing tasks and math problem solving. Students used "Panthers Persevere" strategies in Reading, Math and Writing while answering test questions and class assignments. Students already had phonic and phonemic awareness skills necessary for comprehension achievement. Teacher and student data chats were incorporated, midyear, to develop plans and goals for both teachers and students.

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

The strategies needed to accelerate learning includes meeting frequently with both students and teachers to discuss mastery of skills and standards not mastered. This plan helps devise a plan to support students in the classroom and at home. Vertical planning for teachers throughout the grades should help provide a focused plan for each grade with the understanding of what each grade is accomplishing and what needs to be taught throughout the grades. Accelerated learning will be provided since teachers will then understand grade level and above expectations. Gifted/Advanced classes continue to grow at Citrus Cove, giving students who are not gifted classified, a chance to be exposed to accelerated learning and higher order critical thinking skills and tasks.

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.

This year, the professional development sessions included, to help support accelerated learning, includes Stephen Covey's 'The Leader in Me'. The Leader in Me is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture and lays the foundation for sustained academic achievement. This professional development series will help teachers and students perform at optimal levels while providing a supportive, nurturing learning environment. Parents and guardians will also be trained in understanding the learning modules of the model. Some of the topics that will be explored by teachers, students and parents are: Building Student Resilience, Self-Directed Learning, Positive and Safe School Culture, Restorative Practices and Mental Wellness. The plan is to provide these PD sessions to help build student character, provide a positive learning environment and provided training on leadership skills, that will in turn, develop successful, high performing students.

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

With the implementation of the "Leader in Me" leadership and life skills, the long-term plan is to continue school-wide training and implementation this year and in the years to come. Each grade will be reinforced with the practices from the previous grade to ensure skills and practices in the classroom and at home. Teachers will work in grade-level teams to explore tasks and activities for their students. Later, the exploration of other topics such as College, Career, Military Service Readiness, Bullying, PBIS, and Sense of Belonging will be incorporated to encompass the entire "Leader in Me" model. As an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary Prekindergarten Program supplemented with enrichment hours and a Pre-K self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and Department of Exceptional Student Education and follow 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 also conduct Open Houses and meetings for parents, provide informational flyers, schedule opportunities for children to visit a kindergarten class, and provide home learning activities for kindergarten preparation.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Area of Focus: Increase 4th-grade ELA proficiency by 5% (from 53% to 58%). Based on the 2021-2022 FSA ELA scores for the 3rd-grade cohort, this area of focus has been identified. In the 2020-2021 school year, third-grade students performed at a 65% proficiency level as compared to 53% proficiency last year. There was a -12% decrease in ELA proficiency therefore, this grade and content area is the primary area of focus this year.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The measurable outcome we would like to achieve is 58% ELA proficient scores in the fourth grade. The new F.A.S.T ELA Assessments require students to take the assessment three times a year (at the beginning, middle, and end of the year). We will be monitoring student progress and tracking specific students while providing academic support. We will also look for increases of proficiency at each assessment to ensure students make the gains needed to attain the goal.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The administrative team will conduct weekly walk-throughs to ensure lessons are delivered with fidelity and the administration will provide feedback to teachers. The administration will provide monthly data reviews with the team during PLCs, iReady data chats, and progress monitoring data sessions.

Person responsible for monitoring outcome:

Natalie Cromwell (natalie.cromwell@palmbeachschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

For students who show a level 1 or 2 in proficiency, students will be provided Intervention. Students will be pulled for small group differentiated instruction. Student progress will be tracked and monitored by the homeroom teacher and support staff. In addition, students will be provided with the support they need through after-school ELA tutorials, where the teacher(s) will reteach standards and strategies for successful performance on the F.A.S.T assessments.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.

In order for the homeroom teacher and support teachers to understand students' needs, the teachers the benchmark scores, the student achievement levels, the student needs, and provide a specific plan to meet the needs of students. Some of the resources used for Tier 2 students are Voyager Passport and the i-Ready tools for instruction for students at Level 1 or 2. i-Ready is also used for students who need enrichment and are ready for the next level. Our tutorial sessions will use Benchmark Intervention resources and students will also be exposed to this resource during the Differentiated Instruction block.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The following are the Action Steps for the Area of Focus:

1. Teachers will administer the F.A.S.T assessments to students.
2. The administration will monitor student performance through state reports.
3. Data chats will be scheduled to discuss student deficits and challenges.
4. Students will be specifically selected for the intervention program (3-4 times a week) by a teacher.
5. Students will be specifically selected for tutorials (2-3 times a week) by a teacher.
6. Teacher and student data chats will occur continuously throughout the year.
7. Teachers will provide targeted instruction and differentiated small group instruction throughout the year.
8. After each F.A.S.T assessment, teachers will meet with the school administration to assess student progress and revise the Action plan, if necessary.
9. Students will be celebrated and parents will be informed of student achievement.

Person Responsible

Natalie Cromwell (natalie.cromwell@palmbeachschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 level. 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, histories, 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 school culture and environment.

The principal and assistant principal lead the school-wide initiatives and provide support to the lead teachers and committees 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.