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

ELA

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

1. List prioritized needs statements.

PM2 Star Literacy Data indicates that 18% of students are not on track to meet end-of-the-year grade level expectations. PM2 Star Literacy Data indicates that 32% of students are not on track to meet end-of-the-year grade level expectations. PM2 FAST DATA indicates 36% of 3rd grade students are still achieving at Level 1 in reading. PM2 FAST DATA indicates 38% of 4th grade students are still achieving at Level 1 in reading. PM2 FAST DATA indicates 32% of 5th grade students are still achieving at Level 1 in reading.

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

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. * Limited Resources * Student Motivation * Social Emotional Needs * SBT Referrals (early identification) * Teacher Responsibilities exceed limit of designated work hours * New BEST Standards - teachers lack in-depth knowledge * Unrealistic pacing of score and sequence * More Parental Support 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. Another root cause is the new Benchmark program, educators are learning a new program and need time for development.

3. Share possible solutions that address the root causes.

Some of the new actions needed to help close the achievement gap in all grade levels and 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. The contributing factors to this improvement include but are 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 will be incorporated, midyear, to develop plans and goals for both teachers and students. By having an educator who can coach the teachers who are in need of professional development support, teachers can hone their craft and more effectively execute lessons. In addition, resource/intervention teacher support can help provide remediation for students who have not been identified for ESE and ESOL services to increase their student achievement and close the achievement gap. In addition, a coach would be able to assist in pulling data to share in PLC's and offer support in planning lessons, sharing strategies, and next steps. * Reading Curriculum/Materials to support Grade level standards and Intervention - especially when differentiating instruction * K-5 Tutorial *SEL Resources & SWPBS Resources * Additional Staff to provide intervention, coaching, single school culture, and enrichment opportunities for our students * Providing parents with resources and knowledge of helping their child at home

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

The school will strengthen the Parent Family involvement plan by providing parents with information on how they can support their child at home in English Language Arts. The teacher can provide parent with training on what their child is learning in class and offer guidance on how the parent can help their child with homework and learning. The training can be grade-level specific so parents can target the need and support. Parents will leave with resources and tools to help their children at home. * Literacy Workshop focusing on Curriculum & BEST standards (parent link, emails, flyers, and resources sent home will be utilized). * Title One Program Education - information sessions to help students understand FAST & STAR Assessments, proficiency levels, BENCHMARK assessments, and student progress. Parents/Caregivers will have the opportunity to participate in the decision making and the school will offer flexible meeting dates and times. *

- **Parent Training**

In the Primary grades, parents will be trained on how children learn to read, the expectations for the specific grade level, and how they can specifically help their child at home. In the Intermediate grades, parents will be trained on the grade level expectations, BEST standards, homework to be given and how the parent can help, the importance of reading with their child at home (setting this as a routine (for all grade levels), and questions to help with comprehension and for students needing fluency support, techniques to increase fluency. Parents/caregivers will learn how to make literacy fun for both the student and parent will be provided.

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

- **School**

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. 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.

- **Students**

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.

- **Parents**

Parents will be a partner with the teacher and school by helping with homework when able, getting their child to school on-time, attending parent trainings, and communicating with our school/teacher regarding their child's education. 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.

- **Staff Training**

Teachers will in turn be taught by the coach how to implement the parent training focusing on the BEST standards and curriculum, to support parents in one-on-one and whole-group conferences. The training will provide consistency and a high level of support to our families. The staff training will provide teachers with resources, and hands-on materials/activities they can use with their parents. By providing parent training in a fun, interactive format, the staff will be engaged by being able to experience the components of the Literacy Night coming to life.

- **Accessibility**

The training will be provided at a time when parents are not working. The training will take place during the school week around 6:00 PM and will conclude no later than 8:00 PM. The school will use the Parent Involvement funds to purchase pizza or refreshments for the parents to encourage their participation. Parents who are not able to attend may sign up for a parent/teacher conference to review the content shared. We will continue to provide translated copies of and resources for our families. Accommodations will be provided for all families with limited English proficiency, disabilities, migratory work, and homelessness.

Math

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

1. List prioritized needs statements.

Star Math Assessment shows 37% of K, 20% of 1st & 35% of 2nd grade students are not on track to meet grade level expectations. PM2 FAST data indicates 44% in 3rd, 60% in 4th grade, and 34% in 5th grade students are not on track to meet grade level expectations.

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

The contributing factors to this need for improvement begin with the lack of foundational math 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 mathematics skills. Many students need math 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. *Teachers often have limited resources to use for differentiated instruction. *Students lack motivation * Social Emotional Needs make it difficult for students to learn * SBT Referral process - early intervention * Teachers need more time and support to plan and completed all responsibilities * Lack of understanding of the BEST Standards * Need for Parent Involvement *

3. Share possible solutions that address the root causes.

Some of the new actions needed to help close the achievement gap in mathematics 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. Teachers will be provided with professional development on creating small instructional groups (effective differentiated instruction). Teachers need to be provided with instructional coaching on providing visuals (anchor charts), scaffolding instruction, and implementing effective strategies (FCIM model). In addition, providing math fluency support (technology - used at home too), early tutorial sessions and intervention support for students who display a level 1 or 2 on the assessments. Also, the addition of a coach/interventionist would help provide educators with the needed professional development in the classroom and intervention for students not meeting standards. The addition of a STEAM Tech educator will be essential in relating the standards for each grade level to math/science/technology innovation to help students think critically. 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 and providing support/intervention will be key to helping students achieve proficiency levels in the new school year. * Math curriculum and support with the Grade Level Standards * SEL Resources * Additional Staff to provide professional development, coaching, intervention & enrichment. * Teacher planning and training in Mathematics - support * Math journals for students to reference for support at school and home.

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

- **Communication**

The school will strengthen the Parent Family involvement plan by providing parents with information on how they can support their child at home in Mathematics. The teacher can provide parent with training on what their child is learning in class and offer guidance on how the parent can help their child with homework and learning. The parent can be provided with online support sites, math journals, etc. The training can be grade-level specific so parents can target the need and support. Parents will leave with resources and tools to help their child(ren) at home. * Mathematics workshop focusing on BEST Standards for the child's grade level. * Math Fluency support * Parent Link, website, resources will be sent home to help families

- **Parent Training**

In the Primary grades, parents will be trained on grade level expectations and BEST standards for the specific grade level, and how they can specifically help their child at home. Since math is quite different from what most parents are used to, we will provide hands-on experiences for parents. In the Intermediate grades, parents will be trained on the grade level expectations, homework to be given and how the parent can help, the importance of math fluency (times tables - go home with activities to support their child) with their child at home (setting this as a routine (for all grade levels). In addition, parents will be provided with math games they can do with their child at home to support the standards being taught.

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

- School

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. Teachers will continue to grow professionally, implement grade-level students using the FCIM model of instruction, support parents in being a partner to increase student achievement. Parents will be a partner with the teacher and school by helping with homework when able, getting their child to school on-time, attending parent trainings, and communicating with our school/teacher regarding their child's education.

- Students

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. Students will be Positive Panthers and follow our Panther Pledge. This is our SWPBS plan to help students be successful daily at our school. Students will come to school each day, with a positive attitude and ready to learn. By strengthening our SWPBS, our students will learn to not only be extrinsically motivated but intrinsically motivated by teaching leadership skills to help them in the future. In teaching the students, we will impart these skills to our parents and teachers so they can reinforce them at home and in the classroom.

- **Parents**

Parents will be a partner with the teacher and school by helping with homework when able, getting their child to school on-time, attending parent trainings, and communicating with our school/teacher regarding their child's education. 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.

- **Staff Training**

Teachers will in turn be taught by the coach how to implement the parent training, and support parents in one-on-one and whole-group conferences. The training will provide consistency and a high level of support to our families. The staff training will provide teachers with resources, and hands-on materials/activities they can use with their parents. By providing a parent training in a fun, interactive format, the staff will be able to share with parents how they can support their child in meeting grade-level standards in mathematics and will be provided with grade-level specific games to share with their families to support their child at home. The STEAM Tech teacher will be able to provide professional development in his expertise in grade level standards and how to push students to think critically about mathematical problems and push students to be innovative.

- **Accessibility**

The training will be provided at a time when parents are not working. The training will take place during the school week around 6:00 PM and will conclude no later than 8:00 PM. The school will use the Parent Involvement funds to purchase pizza or refreshments for the parents to encourage their participation. Parents who are not able to attend may sign up for a parent/teacher conference to review the content shared. *We will continue to provide translated resources for families. * All families will be invited to meetings and trainings * Accommodations will be provided to all families - LEP, disabilities, migratory work, and homelessness.

Science

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

1. List prioritized needs statements.

Science Diagnostic data shows that 57% of science students are not on track to meet end of year grade level expectations.

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

The contributing factors to this need for improvement begin with the lack of foundational science 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 which transfers to their science skills. Many students need intensive 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. In addition, most educators did not engage in professional learning during the COVID 19 time. 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. * Limited resources * Student Motivation * SEL Needs * Vertical Planning (emphasis on Science) * Daily Teacher responsibilities exceed the limit of designated work hours * Lack hands on activities and problem-solving (need planning & PD) * More Parent Involvement needed * Students lack real-world experiences * Students who are tardy or absent from school

3. Share possible solutions that address the root causes.

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 need exposed to grade-level texts and challenged to apply strategies and skills to support Science (content area knowledge). It is important for all grade levels to teach science and concentrate on vertical planning in science. In addition, a STEAM Tech Lab teacher will be able to impart his knowledge to all grade levels to support critical thinking, technology, and science standards. In addition, teachers need to be provided with PD on teaching the science standards using hands-on learning in the classroom. * Vertical Planning & Planning focused on Science * PD in Science * Students receive more hands-on/problem-solving experiences

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

- **Communication**

The school will strengthen the Parent Family involvement plan by providing parents with information on how they can support their child at home in Science. The teacher can provide parents with training on what their child is learning in class and offer guidance on how the parent can help their child with homework and learning. The parent can be provided with online science support sites, science journals, etc. The training can be grade-level specific so parents can target the need and support. Parents will leave with resources and tools to help their child(ren) at home.

- **Parent Training**

In the Primary grades, parents will be trained on grade level expectations and BEST standards for the specific grade level, and how they can specifically help their child at home. In the intermediate grades, parents will be encouraged to help their child with a Science project using the scientific method. We will train parents on this process using hands-on experiences for parents. Parents will be trained on the grade level expectations, homework to be given and how the parent can help, and the importance of science vocabulary. In addition, parents will be provided with science games they can do with their child(ren) at home to support the standards being taught.

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

- **School**

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. 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.

- **Students**

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- **Parents**

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- **Staff Training**

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- **Accessibility**

The training will be provided at a time when parents are not working. The training will take place during the school week around 6:00 PM and will conclude no later than 8:00 PM. The school will use the Parent Involvement funds to purchase pizza or refreshments for the parents to encourage their participation. Parents who are not able to attend may sign up for a parent/teacher conference to review the content shared. * Continue to provide translated resources for families * All families are invited to trainings and meetings. * Accommodations will be provided to all families - LEP, disabilities, migratory work, and homelessness

Action Step: Classroom Instruction

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

Budget Total: \$222,695.18

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	I-Ready ELA Books (3rd)	181	\$12.75	Instructional Materials	Original	\$2,307.7

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Dry Erase Markers	70	\$9.00	General Supplies	Original	\$630.00
	Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023	1	\$795.50	General Supplies	Original	\$795.50
	Copy Paper	76	\$44.61	General Supplies	Original	\$3,390.36
	I-Ready Teacher Editions	30	\$12.75	Instructional Materials	Original	\$382.50
	Composition Books (Pack of 10)	15	\$27.06	General Supplies	Original	\$405.90
	Chart Paper (pack of 2)	25	\$78.00	General Supplies	Original	\$1,950.00
	Timer	76	\$44.99	Manipulatives	Original	\$3,419.24
	I-Ready ELA Books (5th)	160	\$12.75	Instructional Materials	Original	\$2,040.00
	I-Ready ELA Books (4th)	208	\$12.75	Instructional Materials	Original	\$2,652.00
	Top Score Workbooks	30	\$35.00	Instructional Materials	Original	\$1,050.00
	Math Manipulatives	1	\$4,726.93	Manipulatives	Original	\$4,726.93
	BT 465802 for additional workbooks	1	\$2,000.00	Instructional Materials	Budget Transfer	\$2,000.00
Resource Teacher	Resource Teacher to provide push-in and pull-out instructional support in the areas of English Language Arts (ELA) and Mathematics for Tier 2 and Tier 3 students in grades Kindergarten (K) through second					

Acct Description	Description																
	(2nd).																
Out-of-system Subs	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Substitutes for STEAM Resource Teacher on Wheel</td> <td>1</td> <td>\$16.00</td> <td>1</td> <td>6.5</td> <td>7</td> <td>Original</td> <td>\$728.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	Substitutes for STEAM Resource Teacher on Wheel	1	\$16.00	1	6.5	7	Original	\$728.00
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Substitutes for STEAM Resource Teacher on Wheel	1	\$16.00	1	6.5	7	Original	\$728.00										
Paraprofessional	Paraprofessional to provide in-classroom support in all core content areas to struggling students among all grade levels (primarily those among Tier 2) by facilitating small group centers, monitoring behavior plans and performance data, and conducting one-on-one student support and coaching sessions.																
Resource Teacher	Resource teacher to provide classroom instruction on the wheel in the area of STEAM as an opportunity for all students in grades Kindergarten (K) through fifth (5th) to participate in extended and in-depth learning activities beyond the content-level class instructional day with an emphasis in technology. Substitutes required for this position.																
Resource Teacher	Resource Teacher to provide push-in and pull-out instructional support in the areas of English Language Arts (ELA) and Mathematics for Tier 2 and Tier 3 students in grades third (3rd) through fifth grades (5th).																
Online subscription	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Top Score online subscription (per-teacher subscription) to support student learning writing for all students in grades second (2nd) through fifth (5th) in the content area of English Language Arts</td> <td>8</td> <td>\$250.00</td> <td>Original</td> <td>\$2,000.00</td> </tr> <tr> <td>BT 465802 Dissolving line per notes section</td> <td>1</td> <td>-\$2,000.00</td> <td>Budget Transfer</td> <td>-\$2,000.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Top Score online subscription (per-teacher subscription) to support student learning writing for all students in grades second (2nd) through fifth (5th) in the content area of English Language Arts	8	\$250.00	Original	\$2,000.00	BT 465802 Dissolving line per notes section	1	-\$2,000.00	Budget Transfer	-\$2,000.00	
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Action Step: Parent Engagement

Provide parent-focused personnel, parent training opportunities, and targeted parental communication to increase individual parent engagement in academics and school operations.

Budget Total: \$42,463.10

Acct Description	Description																																																					
Teacher Parent Liaison	Certified Teacher Parent Liaison to provide parental support in obtaining needed resources, assisting families in understanding school policies and activities, to provide a home-school connection with schoolwide behavioral intervention and supports initiatives, and to facilitate volunteer opportunities within the school community, particularly for parents and family members.																																																					
Supplies	<table border="1"> <thead> <tr> <th data-bbox="474 659 1262 732">Item</th> <th data-bbox="1272 659 1409 732">Quantity</th> <th data-bbox="1419 659 1545 732">Rate</th> <th data-bbox="1556 659 1776 732">Supply Type</th> <th data-bbox="1787 659 1902 732">Type</th> <th data-bbox="1913 659 2020 732">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="474 740 1262 846">Nicky Folders (ea.)</td> <td data-bbox="1272 740 1409 846">1000</td> <td data-bbox="1419 740 1545 846">\$1.45</td> <td data-bbox="1556 740 1776 846">General Supplies</td> <td data-bbox="1787 740 1902 846">Original</td> <td data-bbox="1913 740 2020 846">\$1,450.00</td> </tr> <tr> <td data-bbox="474 854 1262 959">Labels (Pack)</td> <td data-bbox="1272 854 1409 959">2</td> <td data-bbox="1419 854 1545 959">\$20.00</td> <td data-bbox="1556 854 1776 959">General Supplies</td> <td data-bbox="1787 854 1902 959">Original</td> <td data-bbox="1913 854 2020 959">\$40.00</td> </tr> <tr> <td data-bbox="474 967 1262 1073">Shipping Nicky Folders</td> <td data-bbox="1272 967 1409 1073">1</td> <td data-bbox="1419 967 1545 1073">\$116.00</td> <td data-bbox="1556 967 1776 1073">General Supplies</td> <td data-bbox="1787 967 1902 1073">Original</td> <td data-bbox="1913 967 2020 1073">\$116.00</td> </tr> <tr> <td data-bbox="474 1081 1262 1187">Markers - Dozen</td> <td data-bbox="1272 1081 1409 1187">5</td> <td data-bbox="1419 1081 1545 1187">\$12.00</td> <td data-bbox="1556 1081 1776 1187">General Supplies</td> <td data-bbox="1787 1081 1902 1187">Original</td> <td data-bbox="1913 1081 2020 1187">\$60.00</td> </tr> <tr> <td data-bbox="474 1195 1262 1300">Copy Paper (Case)</td> <td data-bbox="1272 1195 1409 1300">10</td> <td data-bbox="1419 1195 1545 1300">\$44.61</td> <td data-bbox="1556 1195 1776 1300">General Supplies</td> <td data-bbox="1787 1195 1902 1300">Original</td> <td data-bbox="1913 1195 2020 1300">\$446.10</td> </tr> <tr> <td data-bbox="474 1308 1262 1414">Laminating Film Roll - Parent Training Activities</td> <td data-bbox="1272 1308 1409 1414">2</td> <td data-bbox="1419 1308 1545 1414">\$60.00</td> <td data-bbox="1556 1308 1776 1414">General Supplies</td> <td data-bbox="1787 1308 1902 1414">Original</td> <td data-bbox="1913 1308 2020 1414">\$120.00</td> </tr> <tr> <td data-bbox="474 1422 1262 1528">Chart Paper</td> <td data-bbox="1272 1422 1409 1528">5</td> <td data-bbox="1419 1422 1545 1528">\$78.00</td> <td data-bbox="1556 1422 1776 1528">General Supplies</td> <td data-bbox="1787 1422 1902 1528">Original</td> <td data-bbox="1913 1422 2020 1528">\$390.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Nicky Folders (ea.)	1000	\$1.45	General Supplies	Original	\$1,450.00	Labels (Pack)	2	\$20.00	General Supplies	Original	\$40.00	Shipping Nicky Folders	1	\$116.00	General Supplies	Original	\$116.00	Markers - Dozen	5	\$12.00	General Supplies	Original	\$60.00	Copy Paper (Case)	10	\$44.61	General Supplies	Original	\$446.10	Laminating Film Roll - Parent Training Activities	2	\$60.00	General Supplies	Original	\$120.00	Chart Paper	5	\$78.00	General Supplies	Original	\$390.00					
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Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Card Stock - Reams	4	\$12.00	General Supplies	Original	\$48.00
	Color Ink (per cartridge) for Newsletter, Parent Training Materials, Invitations	2	\$100.00	Technology	Original	\$200.00

Action Step: Professional Development

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

Budget Total: \$113,499.72

Acct Description	Description					
Coach	Reading Coach to support professional development for teachers of reading for grades third (3rd) through fifth (5th) by modeling lessons, leading Professional Learning Communities (PLCs), and implementing the full coaching cycle throughout the academic year.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Card Stock (ream)	2	\$12.00	General Supplies	Original	\$24.00
	White Copy Paper (case)	2	\$44.61	General Supplies	Original	\$89.22
	Post Its (pack of 12)	5	\$2.50	General Supplies	Original	\$12.50

Acct Description	Description																		
Travel out-of-state	<table border="1"> <thead> <tr> <th data-bbox="457 167 1461 250">Item</th> <th data-bbox="1472 167 1608 250">Quantity</th> <th data-bbox="1619 167 1772 250">Rate</th> <th data-bbox="1782 167 1898 250">Type</th> <th data-bbox="1908 167 2022 250">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Type	Total				
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Coach	Reading Coach to support professional development for teachers of reading for grades Kindergarten (K) through second (2nd) by modeling lessons, leading Professional Learning Communities (PLCs), and implementing the full coaching cycle throughout the academic year.																		
Consultants	<table border="1"> <thead> <tr> <th data-bbox="457 729 1461 812">Item</th> <th data-bbox="1472 729 1608 812">Quantity</th> <th data-bbox="1619 729 1772 812">Rate</th> <th data-bbox="1782 729 1898 812">Type</th> <th data-bbox="1908 729 2022 812">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Type	Total				
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Mission Statement

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

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

1. Mission Statement

Citrus Cove Elementary is committed to creating a partnership with parents in shared decision-making by encouraging parents to participate as informed partners with school personnel in implementing the Title I school and home programs through communication, resource support, and training in an effort to improve student achievement to help all students reach their potential.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Natalie Cromwell	Principal
O'Mayra Cruz	Assistant Principal
Sandra Correia	Instructional Coach
Shannon Colletta	Instructional Coach
Elizabeth Fischetti	Parent/Family Teacher Liaison
Emily Knowles	PTO President (2023-2024 - Parent)
Jessica McDeavitt	PTO President (2022-2023 - Parent)

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

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

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

The stakeholders will be involved by providing input, looking at the data/trends, and representing our school community. PFEP Input Meetings were held to involve all stakeholders. PFEP Input Meeting for entire School Community: April 5th - verbal input or written (each community member provided with an index card to write input) PFEP Faculty Input Meeting (All Teachers & Staff): April 10th - verbal input & Google Form sent out to teams PFEP SAC Meeting: April 12th - verbal input or written input (each community member provided with a piece of paper to write input)

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

The stakeholders provided input as to how Title I funding will support parent and family engagement by being involved in direct meeting with stakeholders, such as, teachers, staff, parents, and SAC. It was decided that we would place approximately 2,500.00 in the Parent Engagement Supply Fund to purchase folders for student/parent communication (home/school connection). We would also need copy paper and ink to send home flyers in all languages to inform parents of our family engagement events. We would also need these funds to support training materials and supplies.

Name	Title
Sandra Correia	Instructional Coach
Shannon Colletta	Instructional Coach
Elizabeth Fischetti	Parent/Family Liaison
O'Mayra Cruz	Assistant Principal
Natalie Cromwell	Principal

Annual Parent Meeting

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

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

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

- Other opportunities for parents.

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

October 11, 2023 - 5:00 PM in the Media Center

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

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

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

A slide show will be prepared for the annual meeting.

Staff Trainings

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

1. Staff Training for Parent and Family Engagement #1

- Name of Training

INTERACTIVE UFLI LITERACY Training

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

Teachers will in turn be taught by the coach how to implement the parent training focusing on the University of Florida Literacy Intervention (UFLI) program connected to our BEST STANDARDS, to support parents in one-on-one and whole-group conferences. The training will provide consistency and a high level of support to our families. The staff training will provide teachers with resources, and hands-on materials/activities they can use in the classroom to support student learning and with their parents.

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

Teachers will feel empowered to enlist their parents in a connected partnership to help their students learn through home/school connections. Teachers will learn interactive activities to help parents to engage with their child in literacy focused on the BEST STANDARDS.

- What will teachers submit as evidence of implementation?

1 Sign In Sheet from the Training they attended, 1 Slide Show/Agenda for the Training, 1 Sample UFLI lesson used with the student, 1 Parent Connection UFLI Newsletter sent home each week, and 1 Spreadsheet of Data Collection of the Core Phonics Survey conducted.

- Month of Training

AUGUST

- Responsible Person(s)

Sandra Correia

2. Reflection/Evaluation of Training #1

- Name and Brief Description

N/A

- Number of Participants

N/A

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

N/A

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

N/A

- What went well with the training

N/A

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

N/A

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Effective Parent/Teacher Conferences & Communication

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

Teachers will engage in a training to learn about effective Parent/Teacher Communication and Conferences.

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

Teachers will feel confident in learning new techniques to strengthen their relationships with families to enlist their support and encourage positive collaborative relationships.

- What will teachers submit as evidence of implementation?

Sign In Sheet, Slide Show/Agendas, Newsletters/Weekly Communication Sheet Teacher's send home with parents, Parent/Teacher Conferences, Teachers using Class Do Jo and Remind, and Sample Activity.

- Month of Training

October 9th, 2023

- Responsible Person(s)

Shannon Colletta

4. Reflection/Evaluation of Training #2

- Name and Brief Description

N/A

- Number of Participants

N/A

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

N/A

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

N/A

- What went well with the training

N/A

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

N/A

Parent Trainings

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

1. Parent and Family Capacity Building Training #1

- Name of Training

LITERACY NIGHT

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

In the Primary grades, parents will be trained on how children learn to read, the expectations for the specific grade level, and how they can specifically help their child at home. In the Intermediate grades, parents will be trained on the grade level expectations, BEST standards, homework to be given and how the parent can help, the importance of reading with their child at home (setting this as a routine (for all grade levels), and questions to help with comprehension and for students needing fluency support, techniques to increase fluency. Parents/caregivers will learn how to make literacy fun for both the student and parent will be provided.

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

Parents will be provided with an opportunity to make and take activities centered around sight word games, story elements, fluency games, and question stems.

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

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

- **Date of Training**

10/10/2023

- **Responsible Person(s)**

Sandra Correia & Shannon Colletta

- **Resources and Materials**

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

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

1,500.00 (Pizza and Drinks for Parents)

2. Reflection/Evaluation of Training #1

- Name of Training

Internet Safety - Cyber Safety

- Number of Participants

n/a

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

Parents will learn how to keep their children safe on the internet.

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

n/a

- What went well with the training?

n/a

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

n/a

3. Parent and Family Capacity Building Training #2

- Name of Training

KEEPING YOUR CHILD SAFE ON THE INTERNET

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

Parents will learn how to keep their children safe on the internet. Parents will learn about a child's digital citizenship and safety so they can explore the online world with confidence.

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

Parents will be provided with information that they can use to help keep their child safe on the internet (flyer with tips).

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

This training will positively affect student achievement by giving parents the tools to help students engage in school and the internet safely.

- Date of Training

January 16, 2024

- **Responsible Person(s)**

Natalie Cromwell & O'Mayra Cruz

- **Resources and Materials**

Sign In, Agenda, Slide Show, Chart Paper, Copy Paper, Card Stock (Tips to send home), and Smartboard

- **Will use funds for refreshments as noted in SWP:**

on

- **Amount (e.g. \$10.00)**

\$300.00

4. Reflection/Evaluation of Training #2

- **Name of Training**

n/a

- **Number of Participants**

n/a

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

n/a

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

n/a

- What went well with the training?

n/a

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

n/a

5. Parent and Family Capacity Building Training #3

- Name of Training

STEAM NIGHT TRAINING

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

The training will provide consistency and a high level of support to our families. The Parent training will provide parents with resources, and hands-on materials/activities they can use with their students. By providing a parent training in a fun, interactive format, the parents how they can support their child in meeting grade-level standards in science and mathematics and will be provided with grade-level specific games to share with their families to support their child at home. The STEAM Teacher and Tech Lab teacher will be able to provide professional development in his expertise in grade level standards and how to push students to think critically about science and mathematical problems and push students to be innovative.

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

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

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

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

- Date of Training

FEBRUARY 2024

- Responsible Person(s)

Michelle Richards & Alan Koesten

- Resources and Materials

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

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$0

6. Reflection/Evaluation of Training #3

- Name of Training

n/a

- Number of Participants

n/a

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

n/a

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

n/a

- What went well with the training?

n/a

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

n/a

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

McKinney Vento

- Describe how agency/organization supports families.

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

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

We have a Parent/Family Liaison at our school who will send out flyers to see if any students/families need support. In addition, the ESE Coordinator collaborates with teachers and our Data Processor to see if we have any families who need this type of support. An SBT Meeting is scheduled monthly to support students who meet this criteria to ensure they are receiving the academic, social, emotion, and having their basic needs met.

- Frequency

On-Going

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

- Name of Agency

Boca Helping Hands

- Describe how agency/organization supports families.

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

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

Citrus Cove Elementary partners with Boca Helping Hands by sending out a flyer in 3 language to see if any families would like to receive a food box on Fridays to provide food for the student/families for the weekend.

- Frequency

On-Going

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

- Name of Agency

SAFE SCHOOLS

- Describe how agency/organization supports families.

Safe Schools provide help support to our district by supporting students with student safety, student code of conduct, bullying awareness, prevention, and resources.

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

The school works in collaboration with Safe Schools to enforce anti-bullying initiatives to keep students safe. In addition we will be sharing resources provided by Safe Schools with families during Internet Safety Parent Training.

- Frequency

On-Going

Communication

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

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

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

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

One Newsletter, one copy of the Flyer (Eng., Spanish, Creole), and One Parent Link.

- **Description**

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

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

One Copy of Slide Show, One Sign In Sheets, One Conference Notes, etc...

- **Description**

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

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

One Copy of Slide Show, One Sign-In Sheets, and One Flyer

- Description

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

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

One Flyer Invitations, One Parent Link, One Slide Show Presentation.

- Description

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

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

Agenda from a Morning Family Engagement Event, Agenda from Volunteer Training, Agenda from an Evening SAC Meeting

Accessibility

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

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

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

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

One Flyers (all languages) & One Letter (all languages)

- Description

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

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

One copy of invitation with accommodations offered, & copy of room assignments (only meeting on first floor), and photo of handicapped parking space

- Description

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

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

1 translated letter, 3 sample conference notes showing CLF participation, 1 translated flyer

- Description

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

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

3 Completed Housing questionnaires, 1 McKinney-Vento Flyer distributed to families, 1 copy of email communication with Homeless department

Other Activities

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

1. Activity #1

- Name of Activity

n/a

- Brief Description

n/a

2. Activity #2

- Name of Activity

n/a

• Brief Description

n/a

3. Activity #3

• Name of Activity

n/a

• Brief Description

n/a

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

All students participate in the development of classroom rules and structures that foster positive behavior. These, along with school-wide expectations, are posted in each classroom. A system of school-wide Positive Behavioral Support is in place, with clear expectations. Teachers explicitly teach and model these expectations with regard to the classroom, the hallways, the cafeteria, student assemblies, ways to interact appropriately online, etc. The afterschool program mirrors these guidelines and serves as an extension of teaching and learning. Teachers use the Character Now! program to nominate students that show the pillar of the month. Students selected are put on the announcements and in the Citrus Cove newsletter. Morning Meeting is implemented daily to build a strong classroom community. Morning Meeting uses strategies like meet up and buddy up to help build positive student-teacher and student-student relationships. Students will be encouraged to reflect on their behavior should problems arise. Our School Counselors schedule group class sessions to work with students on social/emotional needs and also provide individual counseling. Administration will review and oversee the steps to be taken prior to a disciplinary referral to the office. These steps will include student reflection and parental notification. Instruction will be differentiated to meet the needs of all students and ensure active engagement. Teachers will be encouraged to pursue training in the area of classroom management such as CHAMPS. All enrolled students are invited to be active participants in all school functions, such as school sponsored activities, clubs, and/or field trips.

SBT/MTSS Implementation

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

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

1. SBT/MTSS Implementation

At Citrus Cove Elementary, the Problem Solving School Based Team (SBT) uses principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. The MTSS process begins with determining that effective Core Instruction (Tier 1) is in place. The School Based Team then identifies students who are not meeting Core instructional targets and/or in need of behavioral intervention, using data and referrals provided classroom teachers, including diagnostics, formative assessments, teacher observation data, and the decision tree. The identified students are provided supplemental intervention (Tier 2) support from an interventionist and monitored throughout the school year. The team meets on a frequent basis to review and discuss universal screening data, diagnostic data, and evidence-based intervention data. Based on this information, the team uses the initial baseline data to identify the target area, progress monitoring tool, and evidence-based intervention to develop a student goal. The interventionist uses the progress monitoring tool to collect assessment data every ten days for students receiving supplemental intervention. The SBT meeting use a problem solving approach which begins with identifying the problem, analyzing the problem to find why the problem is occurring, planning for implementation, and finally evaluating the plan to see if the plan of action is working. The RtI decision rules are used to dictate graphed progress monitoring data to determine if there was a positive response, a questionable response, or a poor response. Based on data and discussion, the team identifies whether students are making positive progress, not making adequate progress, or having a poor response to intervention and are in need of additional and more intensive academic and/or behavioral intervention support (Tier 3). Tier 2 students that have a positive response to intervention will continue to receive the intervention with no changes. Then the team gradually fades intervention if the student continues to receive a positive response. In this case, the student is removed from intervention, but remains in SBT to be monitored. When a student receives an inadequate or poor response to intervention, the team returns to the Problem Solving School Based Team meetings. During this intensifying intervention process, the team decides if a student needs to increase intervention (Tier 3). Additionally, student factors and other barriers are considered to ensure the intervention is aligned with the student goal. During the intensifying intervention process, there are a variety of variables the team must consider in order to ensure increased intervention integrity. This includes: session time, session frequency, narrowing the focus, data-based individualization, the interventionist expertise, and the effectiveness of the intervention. A Tier 3 goal is set for sixteen weeks. During Tier 3 intervention, the interventionist continues to provide intervention and will now collect assessment data every five days. At Citrus Cove Elementary, the School Based Team certifies that the interventionists are receiving the necessary evidence-based systems, professional development, and the intervention is implemented with fidelity. To ensure accountability, each case is assigned a case liaison to support the interventionist and the collection of progress monitoring reports for future meetings.

Provision of a Well-Rounded Education

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

- The process used to determine core instructional needs (data).
- Opportunities to extend learning time.

- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

The process used to determine core instructional needs is correlated to the frequent collection of student data from formal and informal assessments by all instructional staff. Student data becomes the core of decision making to provide intervention and enrichment to all students but mainly to close the achievement gap among all students. Instructional staff and administrators constantly and consistently review, analyze and determine final school decisions based on the data shown in various data systems. Teachers and administrators use holistic data (including state, district and teacher made assessments) to determine small group instruction, retention, targeted instruction, interventions, tutorials, and promotion. The school ensures instructional staff is aligning the standards by the daily delivery of rigorous instruction through our district wide curriculum. Teachers posted the target of the lesson on the board for all students to understand the target of the lesson. The teachers follow the district pacing calendar and scope and sequence to ensure all standards are taught. Students are tested on the standards at the end of each unit. Teachers are evaluated twice a year and new teachers are evaluated four times a year, to ensure instruction is delivered in alignment with state and district mandates. Students are provided optimal instruction to provide content, strategies and a knowledge base across all subjects. Learning time is extended through our aftercare program and tutorials. Students are invited to attend based on the data and intervention needs. ELA, Math and Science are included in the tutorial programs to ensure student progression and achievement. Monthly school wide STEAM challenges are one of the ways the school connects the classroom learning to real world applications. Students are encouraged to innovate and create hands-on projects using their knowledge base in science, math, engineering, arts, and technology. Our extracurricular activities and clubs including, SECME, Engineering, Art, Academic Games, Performing Arts and chess clubs are all ways we challenge our students minds and create a school where innovation and creativity are nurtured and encouraged.

Post-Secondary Opportunities and Workforce Readiness

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

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

At Citrus Cove Elementary, we build student's awareness of post-secondary opportunities and the workforce by hosting an annual Career Day where the entire school body participates in an array of presentations and activities. Career Day engages students in a wide variety of careers including dentistry, military, law enforcement, dance, law, education and more. Community members, stakeholders, guest speakers, and educators are invited to attend this event. Many participants provide presentations and hands-on activities for students to engage in and ask questions about the various careers. We also provide students in Grades 3, 4, and 5 Accelerated Mathematics to challenge students who are interested in being involved in advanced mathematics. Students who are in the AMP program, take a grade level advanced test at the end of the school year. Students and parents are involved in the decision to participate in such a program to ensure student success.

Transition From Early Childhood to Elementary School

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

- Headstart programs
- VPK on campus
- Bridges Program
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start

- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

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

1. Transition to Elementary School

We assist preschool students and families in the transitioning from early childhood education programs to elementary school in many ways. On our campus we have multiple VPK classes that familiarize our students to our school, our expectations, and our teachers. Another way we help with this transition is by hosting Kindergarten Round-Up each spring, giving parents and students the opportunity to meet our current kindergarten teachers and ask any questions they may have. At the beginning of each kindergarten year our kindergarten students and teachers participate in staggered start to help with this transition as well. This gives our new kindergartners a chance to meet their teachers in a small group setting and to learn about the rules and routines in the classroom.

Professional Development

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

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Classroom teachers and staff are provided with various district and school professional development. Some professional development sessions are compliance required sessions, while others are available for professional growth. Peer observations and mentoring programs are available for new teachers and shadowing experiences are also available for any teacher who needs additional support with instruction or classroom management. The district provides instructional resources through the district portal in various content areas. In the summer, Citrus Cove holds Leadership retreats, curriculum planning and other opportunities for staff development. During PDD days, teachers and staff participate in various professional development including Classroom management (Appelbaum Training Institute), Mental Health Awareness, Content Area (ELA and Math), data analysis (iReady) and Safety. Some professional development is available online, however, most are face to face.

Recruitment and Retention of Effective Educators

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

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

At Citrus Cove, we retain our teachers by providing optimal support such as: implementing an Open Door Policy, providing professional development opportunities, assigning grade level chairs, establishing coaching support by our instructional coaches, collaborative planning during PLC sessions, new teacher meetings (ESP program) and opportunities for part-time pay such as for tutoring and clubs. Maintaining a positive school culture and climate is essential to establishing positive school morale. Teachers and staff are treated with respect and gratitude. Our School Wide Positive Behavior Support system encompasses principles where all Citrus Cove students, teachers, and staff demonstrate respect, responsibility, cooperation, safety and positivity while on our school campus. Because our school community is positive and works together as a team, the school is not challenged with recruiting new members too often. When a position is available, very often substitute teachers, interim teachers and intern teachers are offered the positions. Although recruitment is not a challenge, Citrus Cove participates in the annual Job Fair, Substitute Fair, and welcomes new interest for future positions. Citrus Cove is a proud partner with Palm Beach College and Florida Atlantic University providing opportunities for new educators to gain classroom experiences alongside our amazing teachers. Student teachers and practicum students are strategically placed with grade level teachers to learn pedagogy and classroom management. At any given year, Citrus Cove will host up to ten student teachers and/or practicum students with field experiences, clinicals, and job shadowing.