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

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# ELA

## 1. List prioritized needs statements.

PM2 STAR Data indicates that 67% of students in KG are not on track to meet end-of-year grade-level expectations. PM2 STAR Data indicates that 63% of students in 1st Grade are not on track to meet end-of-year grade-level expectations. PM2 STAR Data indicates that 62% of students in 2nd Grade are not on track to meet end-of-year grade-level expectations. PM2 FAST ELA Data indicates that 57% of students in 3rd Grade are not proficient in Reading. PM2 FAST ELA Data indicates that 57% of students in 4th Grade are not proficient in Reading. PM2 FAST ELA Data indicates that 52% of students in 5th Grade are not proficient in Reading.

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

The root causes of our ELA (English Language Arts) scores are multifaceted. First, training is needed to support SWD and ELL students in literacy and evidence-based practices. Teachers having limited time to collaborate and engage in collegial inquiry impedes their ability to meet the needs of our diverse learners. Additionally, gaps in foundational literacy skills acquired in earlier grades are a critical precursor to reading and writing due to limited opportunities to reteach foundational skills. There is a need for a cohesive, structured writing program to ensure that students' reading and writing communication skills are well developed at the intermediate grade levels. Moreover, vocabulary instruction may not align with effective frameworks like UFLI, and students may enter classrooms with underdeveloped writing skills from previous grade levels. Finally, students' lack of assessment stamina can misrepresent their literacy abilities.

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

To effectively address literacy challenges, we must initially provide direct student support, encompassing individualized instruction through academic tutors and technology resources, targeted skill development in foundational literacy areas, and supplemental resources to reinforce learning. Language development is also paramount, bolstered by oral language labs and read-aloud, alongside behavioral support to remove learning barriers. Additionally, curriculum and materials must be tailored to meet diverse needs, utilizing specialized curricula for students with disabilities and ELL-specific materials while ensuring access to appropriate texts at school and home. Furthermore, teacher development and collaboration are essential, requiring comprehensive professional development, instructional coaching, and opportunities for general and special education teachers to share best practices. Fourth, the learning environment must be optimized through flexible spaces, differentiated instruction, extended learning opportunities, and culturally relevant resources. Finally, strong parent and family engagement is vital, achieved through clear communication, translation services, and workshops, while staffing adjustments to reduce teacher workload allow for focused instructional time.

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

- **Communication**

Our school is actively working to strengthen the Parent and Family Engagement Plan (PFEP) to enhance ELA support significantly. We will continuously improve communication between teachers and families to ensure a consistent flow of information and open dialogue. Second, we will empower parents to actively participate in their children's literacy development by providing engaging at-home activities and assignments. These resources will allow parents to directly contribute to their child's learning process, fostering a strong, collaborative home-school partnership that reinforces ELA skills.

- **Parent Training**

To cultivate a stronger home-school partnership and boost student achievement in ELA, the school is dedicated to revitalizing its Parent and Family Engagement Plan (PFEP). A key component of this effort involves providing parents with targeted, informative training sessions designed to deepen their understanding of standardized assessments. By equipping parents with a comprehensive knowledge of test formats, purposes, and expectations, we aim to empower them to actively support their children's learning. This increased parental understanding will foster a more collaborative and informed approach to student success, ultimately leading to improved ELA performance and broader academic gains.

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

- **School**

Citrus Cove Elementary is committed to student success, we will deliver engaging and effective instruction, maintain open communication with students and families about academic growth, and offer comprehensive parent training to foster collaborative learning environments that meet the needs of all learners. Furthermore, we will strengthen our community by prioritizing communication with parents, expanding field trip opportunities for real-world learning, and implementing comprehensive whole-school reading initiatives.

- **Students**

Citrus Cove Elementary School students pledge to: attend school daily and arrive promptly at 7:50 AM; adhere to the school dress code; come prepared with homework and supplies; demonstrate respect for staff, students, and guests; collaborate effectively with peers; strive to uphold the Panther Pledge by taking responsibility for their learning, behavior, and actions; and cultivate Citrus Cove Elementary School pride. To further enhance their learning potential, students are committed to building reading stamina and actively engaging in the learning process.

- **Parents**

Citrus Cove Elementary School parents commit to: ensuring their child arrives at school on time (7:50 AM) and ready to learn, with adequate sleep and in proper dress code; actively participating in their child's education by attending conferences, activities, and events; maintaining daily communication through signed agendas/logs and completed forms; assisting with homework assignments; fostering a home environment that values education and supports the school's policies and procedures; discussing the importance of academics, behavior, and Positive Panther traits; promoting Citrus Cove Elementary School pride; and providing opportunities for their child to build science skills at home.

- **Staff Training**

Our school is committed to bolstering ELA support via an enhanced Parent and Family Engagement Plan (PFEP) through targeted teacher development. This initiative will center on comprehensive training in the science of reading and effective reading center methodologies. Crucially, we will integrate professional development focused on high-yield ESOL strategies and specialized reading training designed to support students with disabilities (SWD). By equipping our educators with in-depth knowledge and practical strategies, we aim to cultivate a dynamic and inclusive learning environment that maximizes literacy growth for all students. These strategic trainings will empower teachers to deliver high-quality, research-based instruction, fostering proficient readers and critical thinkers.

- **Accessibility**

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

## **Math**

### 1. List prioritized needs statements.

PM2 STAR Math Assessment indicates that 71% of KG, 70% of 1st, and 61% of 2nd graders are not meeting end-of-year grade-level expectations. PM2 FAST Math Data indicates that 65% of students in 3rd Grade are not proficient in mathematics. PM2 FAST Math Data indicates that 96% of students in 4th Grade are not proficient in mathematics. - 4% of our 4th-grade students are proficient as compared to the 15% district proficiency this is an 11% deficit. PM2 FAST Math Data indicates that 72% of students in 5th Grade are not proficient in mathematics.

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

Our math scores are impacted by factors that must be addressed systemically. A primary concern is the lack of fluency in foundational math concepts, which impedes students' ability to progress to more complex mathematical understanding. This deficiency is compounded by limited math intervention programs, leaving struggling students without the necessary support to bridge learning gaps. Furthermore, scheduling conflicts restrict the availability of targeted instruction and practice, limiting opportunities for students to build proficiency. Finally, students need more opportunities to interact with math manipulatives, where they can use a project-based approach to learning. To improve math outcomes, we must implement strategies that build fluency in fundamental skills, establish robust intervention programs to address learning gaps and resolve scheduling conflicts to maximize instructional time. By tackling these issues comprehensively, we can empower students to develop strong mathematical abilities and achieve academic success.

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

A multi-faceted approach is necessary to address the root causes of struggling math scores. Implementing reflex math programs before January can provide a strong foundation in basic facts. Adding extra staff for small group interventions and utilizing math fluency programs will offer targeted support to struggling students. Before and after-school tutoring programs can provide additional practice and reinforcement. To enhance conceptual understanding, promoting the consistent use of manipulatives and visual aids, along with giving manipulatives for students to take home, is crucial. Parent Universities can empower families with strategies to support their children's math learning at home. Increasing vertical planning among teachers ensures a cohesive curriculum across grade levels. Ongoing professional development and instructional coaching for math teachers will strengthen their instructional practices, while collaborative opportunities foster the sharing of best practices. Increasing student engagement through hands-on activities and real-world applications can make math more relevant and enjoyable. Providing access to math resources outside of school and offering after-school tutoring and enrichment programs extend learning opportunities. Increased parental involvement through workshops and outreach activities builds a strong home-school partnership. Finally, addressing behavioral challenges and supporting families creates a more supportive and equitable learning environment for all students.

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

- **Communication**

Our school is actively working to strengthen the Parent and Family Engagement Plan (PFEP) to enhance Math support significantly. We will continuously improve communication between teachers and families to ensure a consistent flow of information and open dialogue. Second, we will empower parents to actively participate in their children's math literacy development by providing engaging at-home activities and assignments. These resources will allow parents to directly contribute to their child's learning process, fostering a strong, collaborative home-school partnership that reinforces Math skills.

- **Parent Training**

To enhance the home-school collaboration and elevate student performance in Mathematics, the school will implement its Parent and Family Engagement Plan (PFEP). A critical element of this strategy is the delivery of focused, educational workshops for parents, designed to expose them to the structure and function of standardized assessments. Specifically, these sessions will provide a rigorous analysis of the test format and the math reference sheet containing the formulas that students need to know, also manipulatives that may be used at home. We aim to empower parents to become active participants in their children's mathematical education. This enhanced parental comprehension will facilitate a more data-driven approach to student development, ultimately yielding in mathematical achievement and overall academic growth.

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

- **School**

Citrus Cove Elementary is committed to student success, we will deliver engaging and effective instruction, maintain open communication with students and families about academic growth, and offer comprehensive parent training to foster collaborative learning environments that meet the needs of all learners. Furthermore, we will strengthen our community by prioritizing communication with parents, expanding field trip opportunities for real-world learning, and implementing comprehensive whole-school mathematics initiatives.

- **Students**

Citrus Cove Elementary School students pledge to: attend school daily and arrive promptly at 7:50 AM; adhere to the school dress code; come prepared with homework and supplies; demonstrate respect for staff, students, and guests; collaborate effectively with peers; strive to uphold the Panther Pledge by taking responsibility for their learning, behavior, and actions; and cultivate Citrus Cove Elementary School pride. To further enhance their learning potential, students are committed to building math skills and actively engaging in the learning process.

- **Parents**

Citrus Cove Elementary School parents commit to: ensuring their child arrives at school on time (7:50 AM) and ready to learn, with adequate sleep and in proper dress code; actively participating in their child's education by attending conferences, activities, and events; maintaining daily communication through signed agendas/logs and completed forms; assisting with homework assignments; fostering a home environment that values education and supports the school's policies and procedures; discussing the importance of academics, behavior, and Positive Panther traits; promoting Citrus Cove Elementary School pride; and providing opportunities for their child to build mathematics skills at home.

- **Staff Training**

Our school will implement an enhanced Parent and Family Engagement Plan (PFEP) centered on targeted teacher professional development. This initiative will provide comprehensive training in the Standards for Mathematical Practice, emphasizing problem-solving, reasoning, argumentation, modeling, and strategic tool use. Furthermore, educators will develop skills in facilitating rich mathematical discourse and structured problem-solving methodologies. To ensure equitable access for all learners, professional development will integrate high-yield strategies for ESOL students and specialized interventions for students with disabilities, alongside training in formative assessment and data-driven instruction to personalize learning. Equipping educators with these in-depth skills and strategies will cultivate a dynamic and inclusive learning environment, maximizing mathematical understanding and proficiency.

- **Accessibility**

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

## **Science**

1. List prioritized needs statements.

53.6% of our 5th graders are proficient on the Science assessment compared to 54.6% district proficiency, which is a 1% deficit.

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

Declining science scores stem from several interconnected root causes. Primarily, science receives insufficient emphasis in earlier grade levels, creating gaps in foundational knowledge. This issue is compounded by a lack of fair game benchmarks, requiring students to recall concepts from previous years without adequate reinforcement. The removal of resources like Generation Genius further limits access to engaging science content, while insufficient emphasis on inquiry-based learning and hands-on activities hinders the development of critical thinking and practical skills. Finally, a lack of access to necessary resources and materials for science experiments restricts students' ability to explore scientific concepts through direct experience, ultimately impacting their performance on assessments.

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

To address declining science scores, a comprehensive strategy is required. First, we will integrate technology into science learning, offering students access to interactive simulations and virtual labs. Second, ongoing professional development will empower science teachers by deepening their content knowledge, refining their inquiry-based teaching skills, and enhancing their assessment practices. Third, we will foster student engagement by providing opportunities for participation in extracurricular science activities like clubs and competitions. Finally, to support both students and teachers, we will provide vetted science resources, including tutorials, and implement robust teacher support systems. This will include coaching for both new and experienced teachers, along with the addition of science enrichment teachers. By implementing these interconnected solutions, we aim to create a dynamic and effective science learning environment, ultimately driving significant improvements in student achievement.

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

### • Communication

Our school is actively working to strengthen the Parent and Family Engagement Plan (PFEP) to enhance science support significantly. We will continuously improve communication between teachers and families to ensure a consistent flow of information and open dialogue. Second, we will empower parents to actively participate in their children's literacy development by providing engaging at-home activities and assignments. These resources will allow parents to directly contribute to their child's learning process, fostering a strong, collaborative home-school partnership that reinforces science skills.

- **Parent Training**

To foster a robust home-school partnership and elevate student achievement in Science, the school will revitalize its Parent and Family Engagement Plan (PFEP). A crucial element of this initiative will be the delivery of targeted, informative training sessions for parents, designed to enhance their understanding of standardized science assessments. By equipping parents with this detailed understanding, we aim to empower them to actively support their children's scientific exploration and learning. This enhanced parental comprehension will facilitate a more collaborative and informed approach to student success in science, ultimately leading to improved performance and broader academic gains in scientific literacy.

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

- **School**

Citrus Cove Elementary is committed to student success, we will deliver engaging and effective instruction, maintain open communication with students and families about academic growth, and offer comprehensive parent training to foster collaborative learning environments that meet the needs of all learners. Furthermore, we will strengthen our community by prioritizing communication with parents, expanding field trip opportunities for real-world learning, and implementing comprehensive whole-school science initiatives.

- **Students**

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- **Parents**

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- **Staff Training**

To bolster science education, our school will implement an enhanced Parent and Family Engagement Plan (PFEP) through targeted teacher development. This initiative will prioritize comprehensive training designed to equip educators with the skills and strategies to seamlessly integrate scientific concepts into math and reading instruction. Furthermore, teachers will receive expert guidance on conducting effective hands-on learning experiences, fostering a dynamic and engaging classroom environment that cultivates inquiry-based learning and critical thinking. By providing these targeted training opportunities, we aim to ensure our teachers are well-prepared to deliver high-quality, interdisciplinary science instruction that enriches student learning across all subject areas, promoting a holistic understanding of scientific principles.

- **Accessibility**

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

## **Action Step: Classroom Instruction**

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

**Budget Total: \$271,567.75**

Acct Description	Description																																		
Educational consultants	<table border="1"> <thead> <tr> <th data-bbox="430 215 1470 293">Item</th> <th data-bbox="1470 215 1617 293">Quantity</th> <th data-bbox="1617 215 1774 293">Rate</th> <th data-bbox="1774 215 1900 293">Type</th> <th data-bbox="1900 215 2024 293">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 293 1470 456">Youth Environmental Alliance - In house hands on science activities by outside vendor to provide hands-on learning in the area of environmental and life sciences for all grade levels (1080 students) - November 2025</td> <td data-bbox="1470 293 1617 456">1</td> <td data-bbox="1617 293 1774 456">\$1,800.00</td> <td data-bbox="1774 293 1900 456">Original</td> <td data-bbox="1900 293 2024 456">\$1,800.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Youth Environmental Alliance - In house hands on science activities by outside vendor to provide hands-on learning in the area of environmental and life sciences for all grade levels (1080 students) - November 2025	1	\$1,800.00	Original	\$1,800.00																								
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Online subscription	<table border="1"> <thead> <tr> <th data-bbox="430 480 1470 558">Item</th> <th data-bbox="1470 480 1617 558">Quantity</th> <th data-bbox="1617 480 1774 558">Rate</th> <th data-bbox="1774 480 1900 558">Type</th> <th data-bbox="1900 480 2024 558">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 558 1470 716">Reflex (site license) will be used to facilitate individual student learning in the area of mathematical fluency by targeting learning gaps with students in grades 2nd-5th.</td> <td data-bbox="1470 558 1617 716">1</td> <td data-bbox="1617 558 1774 716">\$3,295.00</td> <td data-bbox="1774 558 1900 716">Original</td> <td data-bbox="1900 558 2024 716">\$3,295.00</td> </tr> <tr> <td data-bbox="430 716 1470 829">BT 515967 increasing line to purchase IXL Science - 5th grade supplemental instruction</td> <td data-bbox="1470 716 1617 829">1</td> <td data-bbox="1617 716 1774 829">\$1,987.50</td> <td data-bbox="1774 716 1900 829">Budget Transfer</td> <td data-bbox="1900 716 2024 829">\$1,987.50</td> </tr> <tr> <td data-bbox="430 829 1470 943">BT 518206 - Increasing line to add Top Score</td> <td data-bbox="1470 829 1617 943">1</td> <td data-bbox="1617 829 1774 943">\$2,430.00</td> <td data-bbox="1774 829 1900 943">Budget Transfer</td> <td data-bbox="1900 829 2024 943">\$2,430.00</td> </tr> <tr> <td data-bbox="430 943 1470 1057">BT 518206 REDUCING BUDGET LINE THEN RETURNING FUNDS for Reflex</td> <td data-bbox="1470 943 1617 1057">1</td> <td data-bbox="1617 943 1774 1057">-\$3,295.00</td> <td data-bbox="1774 943 1900 1057">Budget Transfer</td> <td data-bbox="1900 943 2024 1057">-\$3,295.00</td> </tr> <tr> <td data-bbox="430 1057 1470 1170">BT 518206 - Increasing line to add Scholastic Literacy Pro</td> <td data-bbox="1470 1057 1617 1170">1</td> <td data-bbox="1617 1057 1774 1170">\$5,571.94</td> <td data-bbox="1774 1057 1900 1170">Budget Transfer</td> <td data-bbox="1900 1057 2024 1170">\$5,571.94</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Reflex (site license) will be used to facilitate individual student learning in the area of mathematical fluency by targeting learning gaps with students in grades 2nd-5th.	1	\$3,295.00	Original	\$3,295.00	BT 515967 increasing line to purchase IXL Science - 5th grade supplemental instruction	1	\$1,987.50	Budget Transfer	\$1,987.50	BT 518206 - Increasing line to add Top Score	1	\$2,430.00	Budget Transfer	\$2,430.00	BT 518206 REDUCING BUDGET LINE THEN RETURNING FUNDS for Reflex	1	-\$3,295.00	Budget Transfer	-\$3,295.00	BT 518206 - Increasing line to add Scholastic Literacy Pro	1	\$5,571.94	Budget Transfer	\$5,571.94				
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Resource Teacher	Resource Teacher to provide push-in and pull-out instructional support in the areas of English Language Arts (ELA) and Mathematics for students in grades K through 5th.																																		
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.																																		

<b>Acct Description</b>	<b>Description</b>								
Classroom Teacher	FROZEN & DISSOLVED ** 5th grade classroom teacher to provide instruction with a goal of smaller class size allow for interventions for instruction based on current data and student needs.								
Resource Teacher	Resource Teacher to provide push-in and pull-out instructional support in the areas of English Language Arts (ELA) and Mathematics for students in grades K through 5th.								
Out-of-system Subs	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Type</b>	<b>Total</b>	
	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. Additional 5th grade classroom Teacher for instruction.	2	\$18.00	7	6.5	1	Original	\$1,593.00	
Out-of-system Tutors	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Out of System Non-Certified Tutors will support small group instruction in ELA and math in grades K-5, beginning Fall 2025.	1	\$15.00	5	6	20	Non-Certified	Original	\$9,000.00
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>		<b>Total</b>	
	Magnetic Foundations Florida Workbook GR 2	200	\$24.65	Instructional Materials		Original		\$4,930.00	
	Magnetic Foundations Shipping	1	\$492.50	General Supplies		Original		\$492.50	
	Magnetic Foundations Teacher Guide GR 2	9	\$59.50	Instructional Materials		Original		\$535.50	

Acct Description	Description								
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>	
	Scholastic New/Storyworks/Weekly Reader (Reading - K-5)	1070	\$6.95	Instructional Materials			Original	\$7,436.50	
	Adjustment - benefits credit and final allocation	1	\$6,592.25	General Supplies			Other	\$6,592.25	
	BT 515967 Reducing line for purchase of IXL Science	1	-\$1,987.50	General Supplies			Budget Transfer	-\$1,987.50	
	BT 518206 Reducing line to purchased clrm online subscriptions	1	-\$4,706.97	General Supplies			Budget Transfer	-\$4,706.97	
Tutorial	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Certified Teachers to provide afterschool tutorial in the areas of mathematics, reading/English Language Arts (R/ELA), and science for students first (1st) through fifth (5th) grades who fall among levels 1 and 2 in corresponding content areas; approximate start in September 2025.	10	\$37.00	2	1.25	15	Certified	Original	\$13,875.00

## Action Step: Professional Learning

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

**Budget Total: \$52,055.00**

<b>Acct Description</b>	<b>Description</b>																	
Tch Res Staff Development	Staff development resource teacher will provide instructional support in the areas of English Language Arts (ELA) and Mathematics for teachers of students in grades K through 5th. Will also assist in facilitating PLCs.																	
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="430 344 1001 417">Item</th> <th data-bbox="1016 344 1163 417">Quantity</th> <th data-bbox="1163 344 1287 417">Rate</th> <th data-bbox="1287 344 1388 417">Days</th> <th data-bbox="1388 344 1499 417">Hours</th> <th data-bbox="1499 344 1621 417">Weeks</th> <th data-bbox="1621 344 1770 417">Certified</th> <th data-bbox="1770 344 1900 417">Type</th> <th data-bbox="1900 344 2024 417">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
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	Teachers will participate in collegial planning to develop grade and content level scope and sequence and to develop lesson plans for non-native speakers, pre-school with a tentative start date of July 2025.	5	\$25.00	1	4	1	Certified	Original	\$500.00									
	Grade K-5 Teachers will participate in collegial planning to develop grade and content level scope and sequence and to develop lesson plans, pre-school with a tentative start date of July 2025.	25	\$25.00	1	6.5	1	Certified	Original	\$4,063.00									
	ESE Teachers will participate in collegial planning to develop grade and content level scope and sequence and to develop lesson plans, pre-school with a tentative start date of July 2025.	8	\$25.00	1	4	1	Certified	Original	\$800.00									
Resource/Leadership - S. Guerrier - Pre Planning for Staff Collaboration will participate in collegial planning to develop grade and content level scope and sequence and to develop lesson plans, pre-school with a tentative start date of July 2025.	1	\$25.00	4	7	2	Certified	Original	\$1,400.00										

## Action Step: Parent Engagement

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

Budget Total: **\$129,210.00**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Refreshments for parent trainings	54	\$3.00	Program Supplies	Original	\$162.00
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.					
Teacher Parent Liaison	Certified Teacher Parent Liaison to provide parental support in improving truancy efforts by conducting home visits and maintaining regular communication to support parents and students with attendance and tardy concerns. Hosting regularly scheduled training to empower parents with skills and strategies to support the children academically, socially, and emotionally at home. As well as educate parents on how to monitor their child's academic progress. Facilitate staff development to educate teachers on encouraging parental involvement. Sit in on parent-teacher conferences for the families with the most need. Participate in SBT meetings for students with mandatory SBT referrals.connection with schoolwide behavioral intervention and supports initiatives, and to facilitate volunteer opportunities within the school community, particularly for parents and family members.					

## Mission Statement

## 1. Mission Statement

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

## Involvement of Stakeholders

Name	Title
Ivey Shelton	Principal
Daniel Chapman	Assistant Principal
Sandra Correia	Professional Development Resource Teacher
Elizabeth Fishetti	Parent/Family Liaison
Sara Guerrier	TOSA

## 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. The professional development resource teacher will support 3-5 students. In this role, the PD resource teacher will build teacher capacity through professional learning communities. Additionally, the Parent/Family Liaison will collaborate with students, families, and teachers in grades K-5. Citrus Cove Elementary sent out a flyer in 3 languages, a parent link email, and a callout to inform our school community about our PFEP input meeting. We invited the parents to a meeting in the Spring to request their input on the Parent and Family Engagement Plan. In addition, we asked for the PFEP input at our Spring SAC (teachers, staff, parents, community members, PTO members) meeting. Our Faculty and Staff were invited to a meeting on to request their input in developing the Parent and Family Engagement Plan. The members are selected because of their investment in our school's success.

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

Stakeholders will be involved by providing input, analyzing the data and trends, and representing our school community. CNA Input Meetings are held to involve all stakeholders: Leadership Meeting: January 12th, 2026 Faculty Meeting: February 9th, 2026 Stakeholder Meeting: February 11th, 2026 CNA Input Meeting for entire School Community: March 5th - verbal input or written (each community member provided with an index card to write input) CNA Faculty Input Meeting (All Teachers & Staff): The month of March during PLCs -Google Form sent out to teams

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

The stakeholders, such as teachers, staff, and parents, provided input on how Title I funding will support parent and family engagement by participating in the CNA process. It was decided that we would fund a Parent and Family Liaison position to provide parental support in obtaining needed resources, assisting families in understanding school policies and activities, to give 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. We also placed approximately \$162 to refreshments for parent trainings.

Name	Title
Ivey Shelton	Principal
Daniel Chapman	Assistant Principal
Sara Guerrier	Teacher on Special Assignment

## Annual Parent Meeting

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

The annual Title I meeting will be held on Wednesday, September 10th, 2025, at 6:00 p.m. in Citrus Cove's 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.).

Parents will be notified of the annual meeting through Sunday callouts, newsletter, and invitation.

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

The resources for the annual meeting will include: an agenda, PowerPoint presentation, sign-in sheet, and evaluation survey.

## Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

SIS Gateway Training

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

Teachers will effectively teach parents to access the SIS Gateway to monitor student performance on state and local assessments. They will be able to provide parents with immediate access to student data and create opportunities for teacher-parent discussion. Teachers can also share handouts that parents can use as a reference.

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

The training will allow teachers to engage with families regarding local and state data in the SIS Gateway. This will allow families to walk away with a clear understanding of their child's academic performance, next academic steps for their child, and ask questions specific to their child.

• What will teachers submit as evidence of implementation?

Sign-in sheets, handouts, Powerpoint presentation, and SIS Communications Log.

- **Month of Training**

September 9th, 2025

- **Responsible Person(s)**

Sara Guerrier and Rebecca Watts

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

- **Name of Training**

Hosting Effective Parent-Teacher Conferences

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

Teachers can engage families in meaningful conferences focused on students' academic standing, behavior, and social-emotional well-being. Teachers will become versed in the school's compact to discuss it with families.

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

Teachers will host a thorough parent-teacher conference.

- **What will teachers submit as evidence of implementation?**

Parent-teacher conference notes and a copy of the school compact.

- **Month of Training**

October 14th, 2025

- Responsible Person(s)

Sara Guerrier and Stefanie Stibal

## Parent Trainings

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

- Name of Training

Savvy & Safe with Technology

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

To teach families about educational resources students can use at home. As well as internet safety for students.

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

Parents will be trained on how to access educational resources. Walking them through worksheets and/or chromebook with facilitators.

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

The expected outcome is to provide parents with tools to support their child's learning at home and to monitor their safety while online.

- Date of Training

October 8th, 2025

- Responsible Person(s)

Sara Guerrier and Nahomie Vil

- **Resources and Materials**

Sign-in sheet, presentation, and chromebooks.

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

0

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

- **Name of Training**

Math Parent Education Night

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

This training will teach parents about educational strategies that they can use at home to support their children in a fun game style that will reinforce Mathematical Thinking and Reasoning Standards.

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

The parent and students will rotate through hands-on math activities that they can easily replicate at home with everyday like dices or cards that reinforce math skills across levels.

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

Parents will be equipped to help their children practice foundational math skills to prepare for the math PM tests and Units USAs.

- **Date of Training**

December 17, 2025

- Responsible Person(s)

Sara Guerrier

- Resources and Materials

Sign-in Sheet and photos

- Amount (e.g. \$10.00)

0

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

- Name of Training

STEAM Night

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

This training will teach parents about the state science standards and science activities they can help their child discover and enjoy science. STEAM nights aim to cultivate a passion for learning, develop essential skills, and build connections that support students' academic and future success in an increasingly technological and innovative world.

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

An interactive component will allow parents and students to participate in 20 interactive science activities, experiments, and demos ranging from various science, technology, engineering, arts, and mathematics simulations. Each activity station comes with materials and training.

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

Parents will be knowledgeable about the science standards and feel prepared to support their child's learning at home.

- Date of Training

January 29, 2026

- Responsible Person(s)

Sara Guerrier and Michelle Richards

- Resources and Materials

Sign-in Sheet and photos

- Amount (e.g. \$10.00)

\$162

## Coordination and Integration

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

- Name of Agency

McKinney Vento

- Describe how agency/organization supports families.

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

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

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

- Frequency

On-Going

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

- Name of Agency

Boca Helping Hands

- Describe how agency/organization supports families.

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

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

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

- Frequency

On-Going

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

- Name of Agency

Literacy Coalition of Palm Beach

- Describe how agency/organization supports families.

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

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

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

- Frequency

On-Going

## Communication

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 letter/flyer, Parent Link, and newsletter.

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

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

- **Description**

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

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

1 sample parent conference notes 1 Sign-in sheet and 1 PowerPoint from SAC Meeting

- **Description**

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

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

1 sample parent conference notes 1 Sign-in sheet and 1 power-point from SAC Meeting

- 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.

Newsletter communication regarding the Title One Annual Meeting, invitation to the Stakeholder meeting, and minutes from SAC meeting.

- Description

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

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

1 invitation showing virtual option for annual Title I meeting 1 Sign-in sheet from an evening SAC Meeting 1 Title 1 meeting evaluation

## **Accessibility**

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 are have limited English proficiency with translation of flyers and letters. In addition, we have 2 language facilitators on campus who assist with parent/teacher conferences, assistance in the front office, and during events at the school.

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

One Flyer (all languages) One State Test 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.**

Photo of handicapped parking space and ramps

- **Description**

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

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

1 sample conference notes showing CLF participation, Migrant flyer in newsletter,

- 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.

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

## Other Activities

### 1. Activity #1

- Name of Activity

Annual Literacy Parade

- Brief Description

Students bring their beloved storybook characters to life by dressing up and parading around the bus loop. This event allows parents to attend and gain insight into the literature their children are reading in class.

### 2. Activity #2

- Name of Activity

Trunk or Treat

- Brief Description

The school hosts a "Trunk or Treat" event where families decorate their cars, providing a safe avenue for children to trick-or-treat. The PTO and staff add to the festivities with a DJ, carnival games, food trucks, and organized supervision.

### 3. Activity #3

- Name of Activity

Beautification Day

- Brief Description

On a Saturday, families and staff collaborate to beautify the school campus, fostering a warm and welcoming atmosphere that supports learning.

## Building Non-Academic Skills

## 1. Building Students' Non-Academic Skills

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

## **SBT/MTSS Implementation**

## 1. SBT/MTSS Implementation

At Citrus Cove Elementary, our we operate within the framework of the Multi-Tiered System of Supports (MTSS) to guide behavior and academic interventions through the Response to Intervention (RtI) process. The MTSS process begins with a focus on ensuring effective Core Instruction (Tier 1) is established. Subsequently, teachers identify students who may require additional support by analyzing data (decision tree). This data includes diagnostics, formative assessments, and teacher observations, all of which inform decision-making through a structured decision tree. Students identified as needing assistance are provided with supplemental (Tier 2) or intensive (Tier 3) interventions delivered by the classroom teacher or interventionists. When teachers recognize that students are not responding to the intervention and have additional concerns, students are then referred to School Based Team. Once a student is accepted into SBT, the team meets to review universal screening, diagnostic, and intervention data. Using this information, the team establishes student goals, select appropriate progress monitoring tools, and determine evidence-based interventions. Progress is monitored roughly every 8 weeks to gauge the effectiveness of the interventions. During SBT meetings, a problem-solving approach is employed, involving identifying, analyzing, planning, and evaluating interventions. RtI decision rules guide the interpretation of progress monitoring data, categorizing responses as positive, questionable, or poor. Based on data and discussions, the team assesses whether students are making adequate progress. Those showing positive responses continue with interventions unchanged, with gradual fading as progress continues. Students with inadequate or poor responses undergo further assessment to determine if they require more intensive interventions (Tier 3). This process considers various factors and barriers to ensure interventions align with student goals. During Tier 3 intervention, the team sets goals and intensifies support as needed. Interventionists continue to provide interventions and collect assessment data. At Citrus Cove Elementary, we ensure interventionists receive appropriate professional development and implement interventions faithfully. Each case is assigned a liaison to provide support and ensure progress monitoring reports are collected for future meetings, ensuring accountability and the effectiveness of our intervention strategies.

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

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

## Post-Secondary Opportunities and Workforce Readiness

## 1. Post-Secondary Opportunities and Workforce Readiness

Preparing Students for College and Career Success At Citrus Cove Elementary, we are committed to building a strong foundation for our students' futures. Our approach is focused on college and career readiness, empowering students with the skills and knowledge they need to succeed in a rapidly changing world. We do this by integrating a comprehensive curriculum with enriching, real-world experiences. A Focus on Academics We go beyond traditional subjects to prepare our students for future success. Our curriculum incorporates STEAM (Science, Technology, Engineering, Arts, and Mathematics) to encourage creativity and critical thinking. We also offer Accelerated Mathematics Programs (AMP) for students in grades 3, 4, and 5 who demonstrate a strong aptitude for advanced math. These students are challenged with rigorous coursework and assessments, preparing them to excel in STEM fields and other careers that demand strong analytical skills. The decision to participate in AMP is a collaborative one, made with input from students, parents, and educators to ensure each student's success. Exploring Career Pathways To connect classroom learning with real-world opportunities, we host an annual Career Day. This immersive, school-wide event brings professionals from our community directly to our students. Through engaging presentations and hands-on activities, students explore a wide array of career options, from dentistry and law enforcement to military service and dance. This interactive approach allows students to ask questions, gain firsthand insights, and develop a deeper understanding of the diverse pathways available to them. By combining rigorous academics with practical, hands-on career exploration, Citrus Cove Elementary is dedicated to empowering students to excel and confidently pursue their future endeavors.

## Transition From Early Childhood to Elementary School

### 1. Transition to Elementary School

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

## Professional Development

## 1. Professional Development

Citrus Cove is dedicated to fostering continuous professional growth among its classroom teachers and staff through a diverse array of district and school-provided professional development opportunities. These sessions are meticulously designed to cater to the multifaceted needs of educators, comprising both compliance-required modules and avenues for profound professional enrichment. For newcomers, the journey begins with comprehensive peer observations and mentoring programs tailored to support their seamless integration into the educational landscape. Furthermore, shadowing experiences are readily available to any teacher seeking additional guidance in honing their instructional techniques or classroom management skills. In line with the district's commitment to instructional excellence, a rich repository of instructional resources is readily accessible through the district portal, spanning various content domains to empower educators in delivering high-quality education. During Professional Development Days (PDD), teachers and staff are immersed in a rich tapestry of learning experiences, ranging from specialized training for each component of learning. Additionally, deep dives into Content Areas such as ELA and Math, data analysis leveraging platforms like iReady, PM Unify, and Ellevation, and safety protocols further fortify the professional repertoire. Moreover, there is a strong emphasis on bi-monthly Professional Learning Communities (PLCs) for each grade level. During our PLCs, staff can collaborate and plan instructional best practices for teaching content. As well as analyzing data to drive instruction and implementation of scaffolds and strategies to meet the needs of all learners. While the digital realm offers a plethora of resources, the cornerstone of Citrus Cove's professional development ethos remains rooted in face-to-face interactions, fostering authentic connections, and enriching dialogue among educators.

## Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

At Citrus Cove, we are deeply committed to supporting and retaining our teachers. We prioritize their growth and well-being through a wide range of initiatives that create a nurturing, collaborative environment. A cornerstone of our approach is our Open Door Policy, which ensures teachers feel heard, valued, and supported. This culture of accessibility fosters open communication and encourages the sharing of ideas and feedback. We also recognize that continuous professional development is essential to teacher success, offering targeted workshops, personalized coaching, and other growth opportunities led by our dedicated leadership team. Our goal is simple: to empower every educator to thrive. Our Professional Learning Community (PLC) leaders and grade-level chairs are instrumental in fostering mentorship, collaboration, and the exchange of best practices among peers. Through structured PLC meetings and collaborative planning sessions, teachers work together to align strategies and maximize student learning outcomes. We are committed to cultivating leadership from within—empowering educators to take on greater roles in advancing our school's academic and behavioral initiatives. This investment not only strengthens our current programs but also prepares teachers to transition into leadership positions within our school and across the district. For our newest team members, the Educator Support Program (ESP) delivers personalized guidance and resources to help them navigate the early challenges of teaching, ensuring a confident and successful transition into their roles. While recruitment is seldom a concern due to our strong reputation, Citrus Cove remains proactive by participating in job fairs to welcome promising talent and maintain a robust pipeline of future educators. Our partnerships with Palm Beach College and Florida Atlantic University provide aspiring teachers with meaningful, hands-on classroom experiences alongside our experienced educators. Through strategic placements and dedicated mentorship, we help emerging professionals refine their instructional strategies and classroom management skills. Each year, we open our doors to student teachers and practicum students, offering immersive field experiences, clinicals, and job shadowing opportunities under the guidance of our committed staff. This mutually enriching exchange not only cultivates the next generation of educators but also brings fresh perspectives and innovative ideas into our school community.