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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 58% of our KG students are not on track to meet end-of-year grade-level expectations. PM2 Star Data indicates that 60% of our 1st-grade students are not on track to meet end-of-year grade-level expectations. PM2 STAR Data indicates that 72% of 2nd-grade students are not on track to meet end-of-year grade-level expectations. PM2 FAST ELA Data indicates that 60% of students in 3rd Grade are not proficient in Reading. PM2 FAST ELA Data indicates that 52% of students in 4th Grade are not proficient in Reading. PM2 FAST ELA Data indicates that 50% of students in 5th Grade are not proficient in Reading.

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

Several factors are driving our ELA data. Our status as an ATSI and RAISE school underscores two main areas for growth: a lack of access to differentiated and scaffolded materials to support the needs of our diverse population. Phonics is another area that needs attention; students in intermediate grades do not have access to adequate academic materials to address foundational gaps, nor to small-group interventions to bridge the achievement gap and foster long-term academic success. Additionally, teachers have not received professional development on embedding strategies and scaffolds in whole-group and small-group instruction to meet students' needs. Moreover, additional support for small-group instruction to promote students' literacy development is not currently in place. Ultimately, parents often feel unprepared to bridge the gap between classroom standards and home learning, making it difficult for them to effectively guide their child's literacy growth.

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

To effectively address literacy challenges, we must initially support student needs through targeted small-group instruction. Our students are coming in with a wide range of needs, and we need additional resources, including materials and teachers, to ensure students' academic development. Additionally, curriculum and materials must be tailored to meet diverse needs, using specialized curricula for students with disabilities and ELL-specific materials, and providing access to consumables that support their learning while interacting with on-grade-level content. Moreover, Literacy Bridge programs and tutorials for students who need academic support to prepare them to interact with on-grade-level materials. Furthermore, teacher development and collaboration are essential and require comprehensive professional development, instructional coaching, and opportunities for general and special education teachers to share best practices. Finally, strong parent and family engagement is vital and can be achieved through clear communication, translation services, and workshops.

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

- Communication

Our school will strengthen the Parent and Family Engagement Plan (PFEP) to enhance ELA by ensuring continuous and timely communication among the school, teachers, and families, fostering a consistent flow of information, and promoting open dialogue to ensure that strategies to enhance literacy skills are implemented. Second, we will use our monthly Newsletter and weekly call-outs to ensure that our parents are informed about upcoming school trainings and events that will support their students' literacy skills.

- Parent Training

To strengthen our PFEP and communication with parents, we will record specific trainings that demonstrate how parents can support students at home, further bridging the gap between home and school. We will also provide more opportunities to attend trainings at flexible times to accommodate our working families and continue to offer virtual options for parents who cannot come to campus. Training to deepen parental understanding of how to assist students in interacting with various BEST standard question stems and test-taking strategies to support academic success. Reading strategies to help parents ensure students select appropriate books, and access to technology to increase students' reading stamina.

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

- School

Citrus Cove Elementary agrees to: Communicate in a timely manner with parents through various platforms (newsletter, parent-link) Have more flexible meeting options and recording of meetings readily available for parents. Incentives for students In-school Field Trips Reading/Writing Clubs Implement School-wide Reading Initiatives

- Students

Citrus Cove Elementary School Students agree to: Attend school regularly Arrive at school on time and be in seats by 8 am. Read 30 mins a day

- Parents

Citrus Cove Elementary School Parents agree to: Ensure that students arrive at school on time Make sure that students attend school regularly Attend Literacy Trainings

- **Staff Training**

Our goal is for our staff trainings to build teachers' capacity to engage and empower parents by equipping staff with the skills to ensure that standards and skill development of students are shared in digestible bites, so that it can strengthen the school-home relationship. Also, to ensure that communication through technology apps, Google Classroom, ClassDojo, includes opportunities for parents to understand how to support their child or communicate at school, such as tutorials. Staff training will help teachers better engage families by prioritizing ELA growth and providing the specific tools they need to support every student. Our professional development will focus on the Science of Reading and on proven strategies for activating and engaging students' learning during whole-group instruction and for running effective small groups to meet students' diverse needs. More importantly, we're providing targeted training on high-yield ESOL strategies and specialized instruction for our students with disabilities (SWD). By focusing on these research-based methods, we're ensuring our teachers can provide the high-quality instruction every student needs to become a strong, confident reader.

- **Accessibility**

Our school is committed to improving ELA outcomes. We are committed to providing teachers with targeted professional development on instructional strategies for ELL and ESE students. Additionally, we ensure parents have full access to our Welcome Center and its range of supportive resources. Moreover, we want to ensure that our teachers have opportunities to plan with ELL and ESE resource teachers to strengthen the classroom learning environment. By focusing on these diverse needs, our teachers will be better equipped to meet our students' needs.

## **Math**

1. **List prioritized needs statements.**

PM2 Star Data indicates that 50% of our KG students are not on track to meet end-of-year grade-level expectations. PM2 Star Data indicates that 63% of our 1st-grade students are not on track to meet end-of-year grade-level expectations. PM2 STAR Data indicates that 66% of 2nd-grade students are not on track to meet end-of-year grade-level expectations. PM2 FAST Math Data indicates that 59% of students in 3rd Grade are not proficient in Mathematics. PM2 FAST Math Data indicates that 95% of students in 4th Grade are not proficient in Mathematics. PM2 FAST Math Data indicates that 67% 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 point toward a few systemic challenges we need to address. The biggest hurdle is a lack of basic math fluency, which makes it difficult for students to move on to more complex concepts. This is made tougher by a shortage of dedicated math intervention and scheduling hurdles that limit our time for targeted practice. To turn this around, we're focusing on building foundational skills, strengthening our intervention programs, using resource teachers to support student needs, and making sure students have more hands-on, project-based learning with math manipulatives. Finally, bridging the school-home gap requires providing parents with a deeper understanding of academic standards and the specific assessment types used to measure mathematical mastery.

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

To address our systemic math challenges, we are shifting toward a more hands-on, fluency-based instructional model. Our primary focus is on rebuilding foundational math fluency through daily practice, using technology to help students sharpen their skills, and integrating mental-math practice to ensure students have the automaticity required for higher-level problem-solving. By moving away from purely abstract lessons and incorporating more math manipulatives and project-based learning, we will provide students with the concrete experiences necessary to grasp complex concepts. Also, providing parents with training in specific supports, standards, and skills they can practice at home to strengthen the home-school connection. Finally, additional academic instructional classroom support and tutorial opportunities are needed.

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

### • Communication

We are enhancing our Parent and Family Engagement Plan (PFEP) to specifically target math achievement through consistent, two-way communication between teachers and families. By opening up a steady dialogue about student progress, we can align our classroom strategies with home support. We will also leverage our monthly newsletters and weekly call-outs to keep parents informed about upcoming Parent trainings and STEAM events designed to build foundational math skills and numerical fluency at home.

- Parent Training

To strengthen our PFEP and communication with parents, we will record specific trainings that demonstrate how parents can support students at home, further bridging the gap between home and school. We will also provide support to parents in understanding how to assist students in interacting with various standards-aligned test questions, helping parents understand the complexity of the Math Assessment. We will also provide more opportunities to attend training at flexible times to accommodate our working families and continue to offer virtual options for parents who cannot come to campus.

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

- School

Citrus Cove Elementary agrees to: Communicate in a timely manner with parents through various platforms (newsletter, parent-link) Have more flexible meeting options and recording of meetings readily available for parents. Incentives for students In-school Field Trips Math club opportunities

- Students

Citrus Cove Elementary School Students agree to: Attend school regularly Arrive at school on time and be in seats by 8 am. Students participate in STEAM Clubs

- Parents

Citrus Cove Elementary School Parents agree to: Ensure that students arrive to school on time Make sure that students attend school regularly Attend parent trainings Attend STEAM Night

- **Staff Training**

Our goal is for our staff training to build teachers' capacity to engage and empower parents by equipping staff with the skills to ensure that students' standards and skill development are shared in digestible bites, thereby strengthening the school-home relationship. Also, to ensure that communication through technology apps, Google Classroom, ClassDojo, includes opportunities for parents to understand how to support their child or communicate at school, such as tutorials. We are prioritizing math growth by giving our teachers the specific tools they need to reach every learner. Our professional development will focus on building deep conceptual understanding and on proven strategies for running high-impact small-group math instruction. More importantly, we're providing targeted training on high-yield ESOL strategies and specialized instruction for our students with disabilities (SWD). By focusing on these research-based methods, we're ensuring our teachers can provide the high-quality instruction every student needs to become a confident, flexible problem solver.

- **Accessibility**

To improve our math outcomes, we're focusing on two things: specialized training and better collaboration. We are investing in professional development that helps teachers break down mathematical language and logic for all learners, including our ELL and ESE students. Most importantly, we are building in structured planning time to enable general education and resource teachers to work together. By combining their expertise, we can create a classroom environment where every student has access to the tools to succeed in math. Also, hiring resource teachers who are skilled at bridging learning for our students who are not on grade level.

## **Science**

### **1. List prioritized needs statements.**

On average, our 4th-grade students score a 64% on their Science USA. This is a 14% deficit compared to the South Region portfolio average of a 78%. On average, our 5th-grade students score a 70% on their Science USA. This is a 7% deficit compared to the South Region portfolio average of a 77%.

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

Our declining science scores stem from several systemic challenges. Because science often receives less instructional time in earlier grades, students are entering higher levels with significant gaps in their foundational knowledge. This is made more difficult by a curriculum that requires students to master "fair game" benchmarks—concepts from previous years that haven't been reinforced lately. To turn this around, we need to shift back toward inquiry-based learning and hands-on experiments. Our current lack of lab materials prevents students from moving beyond the textbook to gain the direct experience they need for success. Finally, a significant barrier to the school-home partnership is the lack of parent access to materials and resources that support their child's development in scientific practices and critical thinking.

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

To improve our science outcomes, we are focusing on specialized training and deeper collaboration among our staff. We are prioritizing hiring resource teachers skilled at bridging gaps for students who are not yet at grade level, ensuring every child can master the "fair game" benchmarks. We are also leveraging our opportunities to have students engage in inquiry-based learning by having a STEAM teacher on the Fine Arts wheel. We also want to provide students with the opportunity to enhance their learning through technology. Finally, additional classroom support and tutorials to ensure student academic success. The school will bridge the achievement gap by hosting parent training sessions and support personnel to provide families with practical toolkits, evidence-based instructional strategies, and a clear understanding of academic standards, ensuring consistent student support at home.

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

### • Communication

We are enhancing our Parent and Family Engagement Plan (PFEP) to specifically target science achievement through consistent, two-way communication between teachers and families. By maintaining a steady dialogue about student progress, we can align our classroom experiments with home-based discovery. We will also leverage our monthly newsletters and weekly call-outs to keep parents informed about upcoming training sessions and STEAM events designed to build scientific vocabulary and curiosity at home.

- Parent Training

To strengthen our PFEP and school-to-home connection, we will record specific demonstrations that show parents how to support scientific inquiry at home using everyday materials. This helps bridge the gap between classroom theory and real-world application. We are also committed to providing more flexible training times for our working families and will continue to offer virtual attendance options for those who cannot attend in person.

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

- School

Citrus Cove Elementary agrees to: Communicate in a timely manner with parents through various platforms (newsletter, parent-link) Have more flexible meeting options and recording of meetings readily available for parents. Incentives for students In-school Field Trips Hands-on science opportunities

- Students

Citrus Cove Elementary School Students agree to: Attend school regularly Arrive at school on time and be in seats by 8 am. Participate in STEAM clubs

- Parents

Citrus Cove Elementary School Parents agree to: Ensure that students arrive to school on time Make sure that students attend school regularly Attend parent trainings Attend STEAM Night

- **Staff Training**

Our goal is for our staff trainings to build teachers' capacity to engage and empower parents by equipping staff with the skills to ensure that standards and skill development of students are shared in digestible bites so that it can strengthen the school-home relationship. Also, to ensure that communication through technology apps, Google Classroom, ClassDojo, includes opportunities for parents to understand how to support their child or communicate at school, such as tutorials. We are prioritizing scientific growth by equipping our teachers with the specific tools needed to facilitate hands-on learning for every student. Our professional development will focus on the 5E Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate) and proven strategies for managing inquiry-based labs. More importantly, we're providing targeted training on high-yield ESOL strategies and specialized instruction for our students with disabilities (SWD). Teachers will be trained during PLCs and common planning to work collaboratively, reinforce the implementation of the continuous improvement model, and develop and sustain systems for aggressive monitoring to identify students who are in need of extra support, whether academically or emotionally. Staff Training will also build teachers' capacity to meet the needs of diverse learners by equipping them to infuse strategies and embed scaffolds into lessons.

- **Accessibility**

Our school is committed to improving all students' science skills. We are committed to providing teachers with targeted professional development on instructional strategies for ELL and ESE students. Moreover, we want to ensure that our teachers have opportunities to plan with ELL and ESE resource teachers to strengthen the classroom learning environment. By focusing on these diverse needs, our teachers will be better equipped to meet our students' needs.

## **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: \$204,434.00**

| Acct Description        | Description                                                                                                                                                                                                                                                                                                              |  |          |          |         |                         |            |           |            |             |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------|----------|---------|-------------------------|------------|-----------|------------|-------------|
| Supplies                | Item                                                                                                                                                                                                                                                                                                                     |  |          | Quantity | Rate    | Supply Type             |            | Type      | Total      |             |
|                         | Copy Paper                                                                                                                                                                                                                                                                                                               |  |          | 16       | \$23.44 | General Supplies        |            | Original  | \$375.04   |             |
|                         | Scholastic New/Storyworks/Weekly Reader (Reading - K-5)                                                                                                                                                                                                                                                                  |  |          | 1080     | \$6.95  | Instructional Materials |            | Original  | \$7,506.00 |             |
| Certified Tutorial      | Item                                                                                                                                                                                                                                                                                                                     |  | Quantity | Rate     | Days    | Hours                   | Weeks      | Certified | Type       | Total       |
|                         | Certified Teachers will provide afterschool tutorial in the areas of Mathematics, Reading/English Language Arts, and Science for students in grades K-5 (level 1 & 2 and AMP enrichment students) beginning January 2027.                                                                                                |  | 15       | \$37.00  | 2       | 1.25                    | 12         | Certified | Original   | \$16,650.00 |
| Resource Teacher        | This Resource Teacher will 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 in need of remediation (Level 1 & 2 students)                                                                                             |  |          |          |         |                         |            |           |            |             |
| Resource Teacher        | This Resource Teacher will provide classroom instruction on the wheel in the area of STEM 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. |  |          |          |         |                         |            |           |            |             |
| Educational consultants | Item                                                                                                                                                                                                                                                                                                                     |  |          |          |         | Quantity                | Rate       | Type      | Total      |             |
|                         | Youth Environmental Alliance will provide in house science activities to facilitate hands-on learning in the area of environmental and life sciences for all grade levels (1100 students); scheduled for November 2026.                                                                                                  |  |          |          |         | 1                       | \$1,799.96 | Original  | \$1,799.96 |             |

| <b>Acct Description</b> | <b>Description</b> |
|-------------------------|--------------------|
| Out-of-system Subs      | Out-of-system Subs |

## Action Step: Professional Learning

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

**Budget Total: \$97,912.00**

| <b>Acct Description</b>           | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Single School Culture Coordinator | This 216-day Single School Culture Coordinator (SSCC) will facilitate Professional Learning Communities (a content areas and grade levels), support teachers with coaching and modeling, assist with implementation of school based team interventions (Tier 2/3). This SSCC will also assist with small group reading and math support for students in need of interventions (K-5). |

## 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: \$86,146.00**

| Acct Description       | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teacher Parent Liaison | This Certified Teacher Parent Liaison will 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. Attend School Based team meeting to problem solve students with attendance concerns. |
| Supplies               | Supplies                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## 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, we aim 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           |
| Erin Flannery  | Parent Liaison                |
| Sandra Correia | Resource Teacher              |
| Sara Guerrier  | Teacher on Special Assignment |

**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 Resource Teacher will provide push-in and pull-out instructional support in English Language Arts (ELA) and Mathematics for students in grades K through 5 who need remediation (Level 1 & 2 students). Additionally, the Parent/Family Liaison will collaborate with students, families, and teachers in grades K-5. The 216-day Single School Culture Coordinator (SSCC) will facilitate Professional Learning Communities (all content areas and grade levels), support teachers with coaching and modeling, and assist with the implementation of school-based team interventions (Tier 2/3). This SSCC will also assist with small group reading and math support for students in need of interventions (K-5). Citrus Cove Elementary will sent out flyers 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 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 15th, 2026 Faculty Meeting: February 8th, 2026 Stakeholder Meeting: February 10th, 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 through 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.

| Name              | Title                             |
|-------------------|-----------------------------------|
| Ivey Shelton      | Principal                         |
| Michelle Bushouse | Assistant Principal               |
| Sara Guerrier     | Teacher on Special Assignment     |
| Stephanie Stibal  | Single School Culture Coordinator |
|                   |                                   |

## 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 9th, 2026, 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, School Newsletter, and an 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

Hosting Effective Parent-Teacher Conferences

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

The objective of this training is to prepare teachers to understand the purpose of parent-teacher conferences and to learn effective communication strategies to build positive relationships with families and strengthen the PFEP. 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 so they can discuss it with families.

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

Teachers will host a thorough parent-teacher conference. Also, to ensure we support our students' continued learning and growth to increase their academic success.

- What will teachers submit as evidence of implementation?

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

- Month of Training

August 8th, 2026

- Responsible Person(s)

Sara Guerrier

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

- Name of Training

Assessment Reporting Training

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

The objective of the training is to prepare teachers to inform parents of their child's assessment scores and how they can set systems to ensure academic success.

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

Teachers can effectively explain students' scores and break down their performance in each category so that parents understand their child's levels in ELA and Math.

- What will teachers submit as evidence of implementation?

conference notes

- Month of Training

October 12, 2026

- Responsible Person(s)

Sara Guerrier

## Parent Trainings

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

- Name of Training

Savvy and 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 14th, 2026

- 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 3, 2026

- Responsible Person(s)

Sara Guerrier and Daniel Chapman

- Resources and Materials

Sign-in Sheet and photos

- Amount (e.g. \$10.00)

80

#### 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 28th, 2026

- Responsible Person(s)

Sara Guerrier and Michelle Richards

- Resources and Materials

Sign-in Sheet and Photos

- Amount (e.g. \$10.00)

200

## Coordination and Integration

### 1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, 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

KidsPack

- Describe how agency/organization supports families.

KidsPack (formally known as 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.

Newsletter Flyer (Eng., Spanish, Creole) Parent Link 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 FAST/STAR Parent letter 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 State Test Letter (all languages) ESOL status letter

- Description

Citrus Cove Elementary encourages all families to be involved in their child's learning and in school events. We do this by reducing barriers and increasing parental participation. This may involve providing 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.

Connect potential migrant families with the migrant department via communication shared in our newsletter. If applicable, have Parent Teacher Liaison reach out to migrant families to offer resources and support.

- 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

Citrus Cove is committed to building students' non-academic skills, which will ultimately positively impact their academic achievement and social development. All students are supported through a systematic MTSS/SWPBS that fosters positive behavior and cultivates a climate and culture where all students can thrive. Our leadership team begins the school year by conducting assemblies for each grade level where we communicate expectations and incentives if they are met. Our positive climate and culture framework, P.A.W.S., stands for (Positive, Accountable, Work Hard, and Stay Safe) establishes clear, consistent expectations across all school environments. All staff members explicitly model and teach P.A.W.S. behaviors in the classroom, hallways, cafeteria, assemblies, extracurricular activities, and online spaces. By implementing School-Wide Positive Behavioral Interventions and Supports (SWPBS) and reinforcing positive outcomes, we ensure students thoroughly understand behavioral expectations. This proactive approach decreases disruptive behavior, referrals, and suspensions. This ultimately enhances school safety, elevates climate, and maximizes instructional time. We build a strong, connected community daily through Morning Meetings and school-wide announcements. Expectations are continuously reinforced as administration leads grade-level assemblies, visits individual classrooms, and meets with students one-on-one as needed. Additionally, guidance is integrated into the Fine Arts rotation, ensuring every student has regular access to school counselors. The guidance counselors teach lessons that provide students with techniques for regulating emotions, managing stress, and supporting mental health. For deeper support, our co-located mental health counselor provides dedicated, individual counseling sessions. Positive behavior is celebrated throughout the building. Students earn "Panther Tickets" and "Panther Points" for demonstrating P.A.W.S. behavior, which can be redeemed for both individual and class incentives. When challenges do arise, we encourage reflection rather than reaction by guiding students to "PAUSE," use calming strategies, and reflect constructively on their choices. These standards extend seamlessly to our after-school programs, aligning enrichment with core learning goals. We invite all enrolled students to participate in school-sponsored activities, clubs, and field trips to ensure inclusivity across our entire school community. Above all, we actively foster strong parent involvement, knowing that family partnership consistently drives improvements in student attendance, social skills, and overall behavior.

## SBT/MTSS Implementation

## 1. SBT/MTSS Implementation

At Citrus Cove Elementary, all students receive Tier 1 support from teachers as core instruction. This can include slight adjustments or small-group support to help a child achieve desired learning goals. To further support our diverse learners, we operate within the Multi-Tiered System of Supports (MTSS) framework to guide both academic and behavioral interventions through the Response to Intervention (RtI) process. This process begins with ensuring effective Core Instruction (Tier 1) is in place. Teachers use a structured Decision Tree to analyze iReady, Star/FAST, diagnostic, and formative data alongside classroom observations to identify students who are approaching or below grade level. For those needing additional support, targeted Supplemental (Tier 2) or Intensive (Tier 3) interventions are provided by classroom teachers or dedicated interventionists. Because academic performance is often linked to attendance and behavior, our team also addresses these factors when creating holistic support plans. When a student does not respond as expected to Tier 2 strategies, they are referred to the School-Based Team (SBT). The SBT uses a collaborative problem-solving process to assess student needs, set targeted goals, apply evidence-based interventions, and monitor progress. At Citrus Cove Elementary, all students receive Tier 1 support from teachers as core instruction. This can include slight adjustments or small-group support to help a child achieve desired learning goals. To further support our diverse learners, we operate within the Multi-Tiered System of Supports (MTSS) framework to guide both academic and behavioral interventions through the Response to Intervention (RtI) process. This process begins with ensuring effective Core Instruction (Tier 1) is in place. Teachers use a structured Decision Tree to analyze iReady, Star/FAST, diagnostic, and formative data alongside classroom observations to identify students who are approaching or below grade level. For those needing additional support, targeted Supplemental (Tier 2) or Intensive (Tier 3) interventions are provided by classroom teachers or dedicated interventionists. Because academic performance is often linked to attendance and behavior, our team also addresses these factors when creating holistic support plans. When a student does not respond as expected to Tier 2 strategies, they are referred to the School-Based Team (SBT). The SBT uses a collaborative problem-solving process to assess student needs, set targeted goals, apply evidence-based interventions, and monitor progress. The School-Based Team meets regularly to evaluate progress monitoring data against established RtI decision rules. When a student demonstrates a positive response, interventions continue as planned and are gradually faded as they reach their individual targets. Conversely, if a student shows a questionable or poor response, the team conducts further assessments to identify potential barriers, adapt instructional strategies, or step up support to a more intensive Tier 3 level. Citrus Cove ensures all interventionists receive ongoing professional development to implement strategies with high fidelity. Additionally, each student case is thoroughly monitored to provide support, ensure consistent data collection, and maintain full accountability throughout the intervention process.

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

At Citrus Cove Elementary, our core instructional approach centers on the continuous collection and analysis of student performance data from state, district, and teacher-created assessments. Guided by the Palm Beach Model of Instruction and district pacing calendars, instructional staff align daily lessons with state standards and learning objectives to unit classwork and assessments to gauge student mastery. During Professional Learning Community (PLC) meetings and common planning sessions, teachers and administrators analyze assessment data, including Formative Assessments and Unit Standards Assessment (USA) results, to backward-design units and match state assessment rigor. Through this collaborative process, staff unpack standards, vet instructional materials, and plan scaffolded, data-driven small group instruction tailored to each student's needs. Teachers and administrators also hold individual data chats with students, empowering them to track their own growth, reflect on assessment outcomes, and take ownership of their learning targets. To ensure continuous instructional quality and compliance with state and district mandates, administrators conduct regular classroom walkthroughs and teacher evaluations. Citrus Cove leverages data to deliver targeted interventions and enrichment across all grade levels, utilizing small-group rotations, scaffolded tasks, and self-selected independent reading to meet diverse learning needs. Support Facilitation teachers push into classrooms to create smaller instructional groups and increase academic support for ESE and ESOL students, while supplemental funding provides data-driven tutorial programs in ELA, Math, and Science for eligible students. Beyond academics, a robust support network—including school counselors and dedicated support staff—ensures a safe, nurturing environment for all students. As a STEAM-focused school, Citrus Cove connects classroom learning to real-world applications through inquiry-based, hands-on experiences. School-wide STEAM programs encourage students to innovate and solve problems. Grade levels conduct rotational learning models, allowing students to explore math and science concepts in a variety of interactive settings. We partner with the Cox Science Center to host interactive family nights and bring guests into the classroom to reinforce scientific concepts. Students engage in diverse extracurricular activities that grow the whole child, including SECME, Engineering, Robotics, Academic Games, Student Council, Succulent Club, Theatre, Art, Chess Club, and ITV, which manages daily broadcast announcements. Our annual school play invites the community to experience our students' talent in the performing arts. Students are able to use this to audition for secondary schools' arts programs. All students participate in a 5-day Fine Arts wheel featuring district-approved curricula taught by certified content specialists. In alignment with School Board Policy 2.09, our curriculum incorporates required instruction on the Holocaust, African American History, Hispanic and Women's contributions to the U.S., and the sacrifices of military veterans. Our school community engages in cross-cultural research and projects that cultivate an inclusive, equitable environment. Recognizing that family partnership is critical to student success, Citrus Cove hosts regular academic, literacy, math, and STEAM nights. These events help families understand grade-level expectations, explore academic standards, and partner with educators to support their child's academic journey.

## Post-Secondary Opportunities and Workforce Readiness

## 1. Post-Secondary Opportunities and Workforce Readiness

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. 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 STEAM fields and other careers that demand strong analytical skills. Though there is a criteria to be considered for AMP, input from students, parents, and educators are considered. 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. This interactive approach allows students to ask questions, gain firsthand insights, and develop a deeper understanding of the diverse pathways available to them. Our students are often encouraged to dress to represent different themes, dressing up as aspiring professionals. 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. 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. Complementing this career exploration, our annual Biz Kids Day inspires young entrepreneurs to put business concepts into action. Students gain practical experience by creating products, designing advertising, and offering services to their peers and teachers. By blending rigorous academics with real-world application and entrepreneurship, Citrus Cove Elementary empowers students to discover their passions and confidently build their futures.

## Transition From Early Childhood to Elementary School

## 1. Transition to Elementary School

At Citrus Cove, we foster school readiness and support early intervention; our early childhood programs focus on enhancing children's cognitive, language, literacy, mathematics, science, social-emotional, creative arts, and physical development. Our Voluntary Prekindergarten (VPK), offered on campus and supported by the Department of Early Childhood Education, adheres to all Florida VPK Statewide Provider Agreement standards. Utilizing a developmentally appropriate curriculum aligned with state performance standards, VPK establishes a foundational step toward kindergarten readiness. We provide structured, multi-step support to help rising kindergarteners and their families acclimate smoothly to the elementary school environment, expectations, and faculty. Prospective families are invited to tour the facility, meet staff, and observe our curriculum in action. Kindergarten Kick-Off: Each spring, we host prospective kindergarten students and their families for an interactive orientation. Attendees tour the campus, meet current kindergarten teachers, learn about grade-level expectations, and receive educational preparatory learning materials and Kindergarten Readiness Kits to practice essential skills at home. To ensure inclusive, targeted communication, meetings are provided for parents of Exceptional Student Education (ESE) and Multilingual Learners (ELL) to align support services prior to the start of the school year. During the first week of school, we implement a staggered start schedule. By introducing new kindergarteners in smaller daily groups, teachers can provide extra individualized care, teach classroom rules and routines, and build a comforting, less overwhelming environment for young learners. Family involvement is central to our transition model, ensuring parents feel informed, equipped, and supported throughout their child's educational journey. Our programs utilize family support personnel to maintain regular, open communication between home and school. Our staff and leadership team members meet directly with families enrolled in our on-site prekindergarten programs to assist with registration, review academic expectations, and connect them with available support services.

## Professional Learning

## 1. Professional Learning

Citrus Cove's professional development model is a commitment to structured, collaborative planning. Teachers engage in bi-weekly grade-level Professional Learning Communities (PLCs) and Common Planning Meetings (CPMs) to drive student achievement. Standards-Based Curriculum & Instruction is kept at the forefront, where teachers unpack Florida state standards, backward-design units, and select vetted instructional materials aligned with the district pacing calendar and scope and sequence. We are also committed to providing personalized instruction to students and ensuring that their academic needs are met. During the PLCs, the instructional leader builds teacher capacity in embedding scaffolds and strategies. Data-Driven differentiation is imperative; PLC teams regularly analyze student performance data using platforms such as iReady, PM Unify, Power BI, and Ellevation. This analysis directly informs differentiated instruction, targeted interventions, and the implementation of instructional scaffolds to close achievement gaps. Coaching and mentoring drive our professional learning. Citrus Cove provides a wide variety of professional development opportunities designed to meet compliance mandates while fostering deep professional growth. Dedicated PD days and faculty meetings focus on data analysis, safety protocols, content area deep-dives (ELA and Math), and the core tenets of the Palm Beach Model of Instruction. Educators access a rich repository of digital resources through the district portal ("Blender"), attend curriculum department webinars, and participate in specialized subject cadres (e.g., Benchmark Literacy and Math Cadres). District area specialists and external representatives (such as iReady consultants) regularly visit campus to conduct modeling and coaching in reading, writing, and mathematics. Professional development on campus is continuously refined to reflect real-time needs of teachers and students. The Instructional Leadership Team (ILT) meets twice monthly to analyze classroom observation trends, review academic data, and design targeted PD modules. While digital tools provide vital flexibility, Citrus Cove prioritizes face-to-face collaboration, authentic connection, and professional dialogue among educators to cultivate a thriving school culture.

## 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. We ensure that educators new to the profession or new to the district receive robust, multi-layered guidance through the Educator Support Program (ESP): Mentorship & Peer Shadowing. First-year teachers are paired with experienced lead mentors, while experienced teachers new to the school receive a designated "buddy teacher." New educators benefit from peer observations, modeling from instructional coaches, and constructive feedback from leadership. Monthly Administrative Cohorts: New teachers meet monthly with the Assistant Principal and ESP contacts to acclimate to school procedures and build capacity around the Palm Beach Model of Instruction (PBMI)—a framework based on the research of Dr. Robert Marzano and Learning Sciences International. 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 welcome 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.