School District of Indian River County

African American Achievement Plan 2023-2024
Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 3

School: Citrus Elementary School

In October 2023, the School District of Indian River County initiated the implementation of the 2023-2024 African American Achievement Plan. To review and ensure compliance with progress of action steps associated with the African American Achievement Plan, the District provides quarterly updates related to action steps accomplished and quarterly outcomes.

The attached documentation provides school level evidence of progress towards accomplishing action steps incorporated into the 2023-2024 African American Achievement Plan. Documentation requirements have been designed to honor the full intent of the developed African American Achievement Plan while optimizing the efficiency and effectiveness of outlined actionable steps.

To support ongoing accountability of action step implementation, documentation, and progress the following assurances have been verified by the principal/supervisor of each school/location:

- Action steps included within the 2023-2024 African American Achievement Plan have been implemented with consistency and purpose to eliminate the achievement gap.
- Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American Achievement Plan.
- Data reviews have been conducted to identify areas of strength and concern and disaggregated data will be provided upon request.
- Progress related to the elimination of the achievement gap has been monitored in an ongoing way and needed modifications have been made as identified.

These assurances have been reviewed and verified on March 25, 2024: _____T.J._____ (initials)

Quarterly Reflection

(Please summarize any reflections based upon action step implementation for the quarter. What are areas of progress or opportunities for growth? What are next steps based upon work accomplished?)

In reflecting on the area of progress or growth opportunities for Quarter 3:

1. Data Chats that will also include families, Student/Family/Teacher Admin "Assessment Agreement" to give more detailed information on the implications of FAST data(especially for 5th grade students.)
2. Have all available staff as additional support in classrooms (Coaches, Resource Specialist, School Counselor, Behavior Tech etc.
3. Add two additional extended learning opportunities: (1) Hive Achiever(T/R) (2) Saturday Science Cam)
4. Restructuring RTI due to data received from iReady Diagnostic #3.

African American Achievement Plan 2023-2024
Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 3

Date of Summary: March 25, 2024

School: Citrus Elementary School

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4

Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History standards are implemented in alignment with established curriculum maps for grades K-12.	
Number of Walk-throughs to Observe Implementation of African American History Teachings	
Date(s) of Support Provided to School Leadership Teams *(i.e., August 1, 2023)*	**March 3rd-March 8th** **March 11th -March 15th**
Summary of Observation(s):	Students were working in: 2nd Grade: Amplify Unit 9-US Civil War Students learn about the controversy between the North & the South over slavery. **March 11th -March 15th** Students become familiar w/ the achievements of key historical figures during this time including Harriet Tubman, Clara Barton, Abraham Lincoln, Ulyssess S. Grant, and Robert E. Lee **February 15th** 5th Grade Students were paired with a HeadStart student working on a "Prominent Black History project."

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready, receive targeted reading intervention as defined by the District's Reading Plan.

Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3 (i.e., August 1, 2023)	1.22.24
	1.29.24
	2.05.24
	2.12.24
	2.26.24
	3.11.24
	3.18.24

African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			First			Second			Third		
Ct Need Fun Read *Ct Need Fun Read*	Ct Need Fun Read but NOT Scheduled *Ct Need Fun Read But NOT Scheduled*	Percent (%)	Ct Need Fun Read *Ct Need Fun Read*	Ct Need Fun Read but NOT Scheduled *Ct Need Fun Read But NOT Scheduled*	Percent (%)	Ct Need Fun Read *Ct Need Fun Read*	Ct Need Fun Read but NOT Scheduled *Ct Need Fun Read But NOT Scheduled*	Percent (%)	Ct Need Fun Read *Ct Need Fun Read*	Ct Need Fun Read but NOT Scheduled *Ct Need Fun Read But NOT Scheduled*	Percent (%)
6	0	100%	9	0	100%	4	0	100%	8	1	12.5%

*Data should be retrieved from the Power BI ES Leadership Compliance – ScheduleAudit.

Strategy AAAP 1.3 (SECONDARY ONLY): Use Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on-track to graduate.

Date(s) of School Level Review(s) of Early Warning Indicators for African American Students: (i.e., August 1, 2023)	N/A
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	N/A

Strategy AAAP 1.4 (SECONDARY ONLY): Implement processes to ensure that advanced and accelerated courses in middle school and high school are accessible to African American students.

Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined)	
Black/African American (%)	White, Non-Hispanic (%)
N/A	N/A

Strategy AAAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.

Discipline	
Date(s) of Problem-Solving Session(s) for <u>Discipline</u>:	1.26.24
	2.23.24

Quarter 1: 08.10.2023 – 10.11.2023; Completion of Reflection & Quarterly Data Due 11.17.2023
Quarter 2: 10.12.2023 – 12.20.2023; Completion of Reflection & Quarterly Data Due 01.12.2024
Quarter 3: 01.08.2024 – 03.19.2024: Completion of Reflection & Quarterly Data Due 03.29.2024
Quarter 4: 03.20.2024 – 05.31.2024: Completion of Reflection & Quarterly Data Due 06.07.2024

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African American Achievement Plan 2023-2024
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Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Discipline:	Due to an overall increase in discipline in grade 3-5, the implementation of our school wide mentor program will begin. This will place "at risk" students (Behavior/Academics/Attendance) with a trusted adult(mentor) on campus. Teachers will be given a list of selected students and can selected one or more students to be the mentee for the remainder of the school year.
Achievement	
Date(s) of Problem-Solving Session(s) for Achievement:	1.22.24 2.26.24 1.29.24 3.11.24 2.05.24 3.18.24 2.12.24
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Achievement:	What strategies am I using during TIER 1? (Whole group or small group using district curriculum). If more than 70% of your students are not proficient, Tier 1 instruction may need adjustments in strategies (modalities, manipulatives, etc.) After step 1 has been completed, the 30% of the class that is still not proficient in a **specific area** (phonological awareness, number sense, decoding, phonics, etc.) may need a Tier 2 intervention in that specific area.

Strategy AAAP 2.2 (SECONDARY ONLY): Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.

Number of Students in Racial Subgroup Supported by an Alternative Intervention Measures (A.I.M.) Advocate or Alternative School-based Program to Inspire Renewed Excellence (A.S.P.I.R.E.) Teacher During the Quarter All Grade Levels Served by the School (Combined)	
Black/African American (%)	White, Non-Hispanic (%)
N/A	N/A

Strategy AAAP 2.4 (ALL SCHOOLS): Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students.

Date of Quarterly Review of School Improvement Plan: *(i.e., August 1, 2023)*	1.09.24 3.18.24

Quarter 1: 08.10.2023 – 10.11.2023; Completion of Reflection & Quarterly Data Due 11.17.2023   Page **4** of 6
Quarter 2: 10.12.2023 – 12.20.2023; Completion of Reflection & Quarterly Data Due 01.12.2024
Quarter 3: 01.08.2024 – 03.19.2024: Completion of Reflection & Quarterly Data Due 03.29.2024
Quarter 4: 03.20.2024 – 05.31.2024: Completion of Reflection & Quarterly Data Due 06.07.2024

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Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	☒Yes ☐No*	* If no, what modifications will be made to address the achievement gap?
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	Coaches and admin will focus on strategies to be implemented in monitoring, differentiation and engagement during faculty meetings, professional learning, data chats and collaborative planning that takes place on Monday afternoons. Teachers will review data from the predicted Power scores in Power BI, and formative assessments or district assessments monthly (at minimum) during either collaborative planning time or at Monday afterschool meetings	

Strategy AAAP 3.1 (ALL SCHOOLS}: Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:	3/25/2024	
Total Count of African American Students Participating in One or More Extracurricular Activities (#)	Total Count of African American Students Enrolled (#)	Total Percent of African American Students Participating in One or more Extracurricular Activities (%)
28	139	20.1%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	*Monthly Calendar sent home via Thursday Folder with information on extracurricular activities listed. *Weekly Messenger Calls *Flyers/information sent home via Thursday Folder *Post on social media outlets (Facebook/Twitter) *Post on Focus District/School Announcements *Direct Parent notification/communication for specific programs. *PBIS App	

Quarter 1: 08.10.2023 – 10.11.2023; Completion of Reflection & Quarterly Data Due 11.17.2023
Quarter 2: 10.12.2023 – 12.20.2023; Completion of Reflection & Quarterly Data Due 01.12.2024
Quarter 3: 01.08.2024 – 03.19.2024: Completion of Reflection & Quarterly Data Due 03.29.2024
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(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	N/A

Data should be retrieved from the Power Bi Extracurricular Activities public-facing dashboard.

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.	
Number of Interviews Conducted by the Interview Committee:	
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
50%	50%
(OPTIONAL) Additional information:	

Citrus Elementary School

"A School of Community Citizenship"

African American Achievement Plan (Quarter #3 Evidence)

Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.

ELA CURRICULUM MAP-2nd Grade

Amplify Unit 9-US Civil War

March 3rd-March 8th

Students learn about the controversy between the North & the South over slavery.

March 11th -March 15th

Students become familiar w/ the achievements of key historical figures during this time including Harriet Tubman, Clara Barton, Abraham Lincoln, Ulyssess S. Grant, and Robert E. Lee

February 15th

Our 5th Grade Stinger Leaders led our HeadStart friends with a Black History Month Kindergarten Kick-off Reading Project. The Stingers led reading and coloring activities about prominent Black History figures.

Citrus Elementary School

"A School of Community Citizenship"

African American Achievement Plan (Quarter #3 Evidence)

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready, receive targeted reading intervention as defined by the District's Reading Plan.

Intensive Reading Audit: K-5

School: CES **Grade:** 2 **Teacher:** All

Race/Eth: B
ESE: All
ED: All
ELL: All
L25/35 ELA: All
FAST 23 AL: All

25	5	4	4		1
Ct of K-5 Students	Total Ct Scheduled	Ct Need Fun Read	Ct Need Fun Read & Scheduled	Ct Need Fun Read but NOT Scheduled	Ct Scheduled & may NOT need

Need Fun Read but Not Scheduled

Student ID	Schl	Name	Gd	Race/Eth	ED	ESE	ELL	FAST 23 AL	STAR 23 AL	SEL 23 <10th	IR Rel Pl Fall 23	IR Per Fall 2

This dashboard utilizes the students' prior year FAST or STAR ELA achievement level (Level 1), STAR Early Literacy (Below 10th percentile), and the 23-24 Fall iReady (Below 9th percentile) to determine if a student should be scheduled in Functional Reading Skills (Fun Read - 5010022 for K-2 and 5010026 for Grade 3-5) according to the 22-23 Master Schedule Resource Guide.

Scheduled and may not need

Student ID	Schl	Name	Gd	Race/Eth	ED	ESE	ELL	FAST 23 AL	STAR 23 AL	SEL 23 <10th	IR Rel Pl Fall 23

Full Schedule

Name: All **Course Title:** All

Name	Course Title	CourseID	Period	Teacher

Intensive Reading Audit: K-5

School: CES **Grade:** 3 **Teacher:** All

Race/Eth: B
ESE: All
ED: All
ELL: All
L25/35 ELA: All
FAST 23 AL: All

20	7	8	7	1	
Ct of K-5 Students	Total Ct Scheduled	Ct Need Fun Read	Ct Need Fun Read & Scheduled	Ct Need Fun Read but NOT Scheduled	Ct Scheduled & may NOT need

Need Fun Read but Not Scheduled

Student ID	Schl	Name	Gd	Race/Eth	ED	ESE	ELL	FAST 23 AL	STAR 23 AL	SEL 23 <10th	IR Rel Pl Fall 23
215411	CES	Mcphee, Carmen	3	B	Y	Y	ZZ		Level 1		2 Grade Levels B

This dashboard utilizes the students' prior year FAST or STAR ELA achievement level (Level 1), STAR Early Literacy (Below 10th percentile), and the 23-24 Fall iReady (Below 9th percentile) to determine if a student should be scheduled in Functional Reading Skills (Fun Read - 5010022 for K-2 and 5010026 for Grade 3-5) according to the 22-23 Master Schedule Resource Guide.

Scheduled and may not need

Student ID	Schl	Name	Gd	Race/Eth	ED	ESE	ELL	FAST 23 AL	STAR 23 AL	SEL 23 <10th	IR Rel Pl Fall 23	IR Rel Pl Fa

Full Schedule

Name: All **Course Title:** All

Name	Course Title	CourseID	Period	Teacher

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African American Achievement Plan (Quarter #3 Evidence)

Strategy AAAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.

CES 23/24 PBS Core Team Meeting

1/26/24

1. Reminder Meeting Dates: 2/23, 3/22, 4/26, 5/24 – Media Center @ 8:20 am

2. Roles: Description of Roles
   a. Note Taker – Addis
   b. Timekeeper – N. DelTufo
   c. Input: Everyone
   d. Recruitment – Segroves
   e. Fundraising – DeCosa / Partlow
   f. New Teacher Trainer – Caudill
   g. Event Coordinator(s) –
   h. Feedback manager – Nicholas
   i. Materials (posters, campus presentations) – Railton / Nicholas

3. Walkthrough will be coming in February or March.

4. Need team members willing to work on poster redesign– Plan to meet after school

5. Discipline Data – not including transportation.

Discipline Disaggregation	11/9-12/14/23		12/15- 1/25/24	
	13 minors	9 ODR	7 Minors	4 ODR
Grade Levels	2-K, , 1-3rd, 8-4th, 2-5th	3 -K, 3 – 4th, 3-5th	1 each – Kinder, 2nd, 3rd grade. 4 – 4th grade	All 4th grade
Race / Ethnicity	7 AA (4 same student), 1 H, 1 O, 4 W	4 – AA (3 students), 4-H (3 students), 1-O	1-AA, 3-O, 3-W	2-AA, 1-O, 1-W
Recidivism	1 (with 4)	2	1	0
Location	9 classroom, 2 PE, 1 Café, 1 Hall	3-Classroom, 2-Playground, 1 Hall, 2-hardcourt, 1-science fair (MP room)	6- Classroom, 1-Cafeteria	All Classroom
Behavior	x		x	1- Theft, 3 – Inappropriate Physical

6. Incentives
    a. Stinger Store – sign up
    b. Menu options: Lunch w/staff, 3-5 Read announcements, Patio Pass, lunch w/teacher
    c. Courtyard games (Lunch) – need planning team
    d. Extra Recess
    e. Classroom store / incentives (teacher's chair, etc.)
    f. Spring Field Day – Need help planning

7. Honey Pot Snack Shop

8. Spring PBIS T-shirt fundraiser (Lovett's design)

9. Donations for Staff incentives

10. 23-24 Goals: Increase Feedback
    a. Student Survey
    b. Parent Survey

CES 23/24 PBS Core Team Meeting
2/23/24

1. Reminder Meeting Dates: 3/22, 4/26, 5/24 – Media Center @ 8:20 am

2. **Roles: Description of Roles**
   a. Note Taker – Addis
   b. Timekeeper – N. DelTufo
   c. Input: Everyone
   d. Recruitment – Segroves
   e. Fundraising – DeCosa / Partlow
   f. New Teacher Trainer – Caudill
   g. Event Coordinator(s) –
   h. Feedback manager – Nicholas
   i. Materials (posters, campus presentations) – Railton / Nicholas

3. Time to complete the Spring PIC. Due 2/28/24

4. Poster revision/design team

5. Walkthrough scheduled for 3/7 @ 9:00

6. Ditch the Clip – Clip Charts in rooms MUST be removed / not used / no names

7. Discipline Data – not including transportation.

Snapshot of ODR Discipline last month	1/26/24-2/22/24	
	18 Minors	9 ODR
	x	3-K, 3-2nd, 2-4th, 1-5th
	x	B – 4, W – 4, H-1
	3	2
	x	3-classroom 2 PE./Hardcourt 1 each: Cafeteria, hallway, office, other -
	x	4 – Physical contact, 3 – defiance, 1 – language, 1- failure to follow directions

Tier 1, 2 and 3
What do I do when a student is struggling?

1. What strategies am I using during TIER 1? (whole group or small group using district curriculum).

   -If more than 70% of your students are not proficient, Tier 1 instruction may need adjustments in strategies (modalities, manipulatives, etc.)

2. After step 1 has been completed, the 30% of the class that is still not proficient in a **specific area** (phonological awareness, number sense, decoding, phonics, etc.) may need a Tier 2 intervention in that specific area. This means you will see that child twice at a small group setting. First time is Tier 1 small group at grade level. Second time is Tier 2 for a specific deficit (May be the RTI group). This is a 20/30 minute group of NO MORE than 10. This does not necessarily mean that the student needs to be brought to MTSS. This does mean that you meet with your coach to determine the biggest barrier and set an intervention into place.

   This will include:
   -A progress monitoring piece for 6-8 weeks, biweekly
   -A graph that displays data (must be shared with parent)
   - After the 6-8 weeks, ideally, the student will be progressing with implemented Tier 2 instruction.

   ### If a student is STILL NOT progressing in the intervention:

   -Tier 2 instruction may need to be changed

   -Discuss with Instructional Coach and may implement a Tier 3

   -AND/OR this might be the time to bring them to MTSS (determined on individual basis)

   -You will meet to discuss student progress 3 separate time with instructional coach

3. If a Tier 3 intervention is necessary, the student will be scheduled with MTSS Team
   Tier 3:
   -This is determined by MTSS team.
   -Preferably no more than 1:5 ratio, working on a very specific skill for no more than 10-15 minutes at a time.
   -This intervention will also last for 6-8 weeks, weekly progress monitored and graphed data (*parent conference and signature on graphs is required).

4. After the Tier 2 and Tier 3 interventions of intensive instruction have been completed, then discussions may be had for additional services (this could be 12 to 14 plus weeks).

All of these things may affect the process of tiered instruction, as well as qualifications for additional services. Please work actively with parents and admin if any of the following are occurring:

- Attendance (excessive abs. or tardiness)
- Vision/hearing
- Behavior
- Attention/focus
- Medical issues

Citrus Elementary School

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African American Achievement Plan (Quarter #3 Evidence)

Strategy AAAP 2.4 (ALL SCHOOLS): Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students.

1/23/2024	1/31/2024	one time	**Impact Walk action steps**	Feedback will be provided to each grade level after the impact walks	Evidence is the action steps embedded in the SIP that coaches and admin agreed upon at the time of impact walk. Information to be given to staff for next steps by admin and/or coaches. This will be done via the newsletter and the next faculty meeting, and/or collaborative planning
1/23/2024	3/17/2024	Weekly	**Leadership Meetings**	100% of leadership teams will come prepared with Power Questions as evidenced in meeting notes, and action steps related to your SIP goals, data points to drive school based problem solving or instruction, related to BQ and overall Learning Gains	Admin Leadership Weekly agendas will reflect topics discussed
1/23/2024	3/17/2024	Weekly	**Collaborative Planning**	Summary notes, lesson plan uploads, and walkthrough data in PowerBI will show 100% evident implementation, as 97% was evident on impact walk date	Collaborative Weekly agenda will show topics related to collaborative planning strengths and areas to grow. These are expected for teachers to uphold.

1/23/2024	3/17/2024	Monthly	**Teacher Data Chats**	Teachers will review data from the predicted Power scores in Power BI, and formative assessments or district assessments on a monthly basis (at minimum) during either collaborative planning time or at Monday afterschool meetings	Completed data chat forms will be reviewed by admin, coach, etc. to determine if problems solving needs to continue in the given area
1/23/2024	3/17/2024	Weekly	One-to-one **coach/admin. meetings**	100% of Coaching Logs will be turned in and reviewed with actionable next steps, 5 coaching cycles have begun and will continue through Q3. If any others need to be initiated, they will be	**Coaching Logs will be updated weekly and reviewed in Power Bi to ensure the fidelity of the work related to teachers' pedagogy**
1/23/2024	3/17/2024	One Time	**Extended Monday Learning**	Coaches and admin will focus on strategies to be implemented in monitoring, differentiation and engagement during faculty meetings, professional learning, data chats and collaborative planning that takes place on Monday afternoons	**Admin and coaches will be present to ensure that strategies are being implemented, what is working and a review on high yield strategies being executed across grade levels.**
1/23/2024	3/17/2024	Monthly	**TEAM SDIRC PD**s	100% of new teacher participation, Roster, (as of impact walk 100% -2 teachers - participated. We want this to continue)	**Admin will include rosters to show 100% participation**
1/23/2024	3/17/2024	Bi-Weekly	**Data Conversations** with students and teachers using their academic/ attendance data. Admin will review with each	100% of these meetings will result in targeted action steps, and these may be reviewed in our Leadership Meetings. This information will then be spoken about monthly at collaborative planning	**Principal, AP and instructional coaches will ensure data chats with teachers and students occur using a data binder**

				students in Grades 3-5 prior to Diagnostic 3.	to ensure these students find success	
1/23/2024	3/17/2024	Bi-Weekly	**SBI/Tasks Action Step**	Currently 65% evident and goal is 70% evident. Students need to demonstrate their understanding through open ended questions.	Academic coaches Admin Team will review Power Bi biweekly. Review Look -fors, share in monthly faculty meeting and in Newsletter. Admin walkthroughs will also give teachers doable next steps.	
1/23/2024	3/17/2024	Bi-Weekly	**Monitoring Action Step**	Currently 37 % evident (IW#1: 45% IW#2: 44) and goal is 60% evident by end of March. While in small group, teacher should monitor rest of class at strategic points in the lesson. Create an answer key to help students hold them accountable. Lastly, ensure that students readily see not only the task but the reading passage.	Academic coaches Admin Team will review Power Bi biweekly. Review Look fors, share in monthly faculty meeting and in Newsletter. Admin walkthroughs will also give teachers doable next steps.	
1/23/2024	3/17/2024	Bi-Weekly	**Engagement Action Step**	Currently 50% evident (IW#1: 44% IW#2: 42%) and goal is 60% evident by end of March. Allow for collaboration of student work and conversations with a structure.	Academic coaches Admin Team will review Power Bi biweekly. Review Look fors, share in monthly faculty meeting and in Newsletter. Admin walkthroughs will also give teachers doable next steps.	

1/23/2024	3/17/2024	Bi-Weekly	**Differentiation Action Step**	Currently 37% evident (IW#1: 34% IW#2: 31%)and goal is 60% evident by end of March. Preplan for scaffolds for students who need support and enrichment activities.	Academic coaches Admin Team will review Power Bi biweekly. Review Look fors, share in monthly faculty meeting and in Newsletter. Admin walkthroughs will also give teachers doable next steps.
1/23/2024	3/17/2024	Monthly	**Intervention Review**	Leadership team will review Tier 2 interventions and A2 interventions using attendance data, progress monitoring and Tier 1 assessments to see if the intervention is getting the desired outcome	Principal and AP will review intervention data rosters and discuss next steps monthly in Leadership Meetings and every 6-8 weeks with teachers.
1/23/2024	3/17/2024	Weekly	**BQ Administrative Group**	Administration/SLT will review the BQ students and all have a mentor with students on a weekly basis in some way.	Admin/SLT will create a way to ensure these students have been addressed on a weekly basis, at minimum
1/23/2024	3/17/2024	Weekly	**BQ administrative lists**	Administration will create a list (by teacher and grade level) of the BQ kids for their clipboards with photo snippets, so that as they walk rooms in Grades 3-5, they can put an extra set of eyes on students to ensure they are working towards success.	Administration will use these lists and follow up as needed after walking rooms and viewing instruction in Tier 1, especially for the BQ students.

1/20/2024	One Time	**Faculty Meeting:** Weekly meetings focus on the following ideas in a rotating basis: Grade level leader meetings, faculty meetings, professional learning related to high yield strategies, data, and collaborative planning	Roster for 100% teacher attendance verification.	**Who:** Tosha Jones, Principal Chelsea Castillo, Assistant Principal **How:** Data chat forms will be reviewed by Leadership
1/20/2024	One Time	**Data Dive** PD with Jody Houston	Jody Houston will be scheduled to review data with Leadership team after MOY i-Ready and FAST PM2.	**Who:** Tosha Jones, Principal Chelsea Castillo, Assistant Principal Literacy **Coach:** Rene Koppelman **Math Coaches:** Jennifer Keeler Amber DelTufo **How:** Collaborate planning logs will be submitted and reviewed.
1/20/2024	Monthly	Collaborative Planning – Collaborate planning logs and notes that explicitly incorporate strategies and plans that include strategies for ESSA subgroups (African American and ESE Students.)	All teachers are expected with coaches and administration to be present at collaborative planning 100% of the Lesson Plans will include what/how Monitoring strategies will be used and how students in our ESSA Subgroups are being monitored.	**Who:** Tosha Jones, Principal Chelsea Castillo, Assistant Principal **How:** Attendance/sign in sheets (who attended meetings), meeting agendas, Lesson Plans will be uploaded weekly in Canvas and reviewed by admin

1/20/2024	Bi-Weekly	**Communication of the SIP goals**.	Walkthrough data will continue to be utilized to determine if the School Improvement High Yield Strategy of Monitoring and Engagement is being used in classrooms with fidelity. We will use the curriculum and instruction QR code that can be used to facilitate the walkthroughs so they can be done on the spot without reliance on a paper form. This also allows us to graph/chart our areas or teachers of concern to provide immediate feedback and support through coaching cycles (mini or full). Tracking walkthrough progress in PBI.	Who: Tosha Jones, Principal Chelsea Castillo, Assistant Principal Literacy Coach: Rene Koppelman Math Coaches: Jennifer Keeler Amber DelTufo How: Impact review modified form and/or use of the electronic form (QR Code). teachers will receive doable next steps within 24 hours and these trends will be reviewed monthly with the staff, so school knows where they are in relation to the academic SIP goals
1/20/2024	One Time	**Classroom Walkthroughs**	Teachers have an understanding and expectation of high yield strategies that will be looked for in walk throughs, collaborative planning and "SIP score board"	**Who:** Tosha Jones, Principal Chelsea Castillo, Assistant Principal **How:** The Bee in the Know Newsletter will include walkthrough data trends and where the school is related to reaching the goal of an A at least monthly. SIP score board to display data for all to see will in copier room.
1/20/2024	Monthly	**ESSA Subgroup**: ESE and African American data chat with Leadership Team	Review of the students in ESSA subgroups to ensure they are moving towards making gains and are closer to proficiency	T. Jones and C. Castillo will review the data individually with the students in these ESSA groups
1/20/2024	Monthly	**Data Chats** with students using data sheets (one for K-3, one for 4-5)	All students will be able to speak to progress and skills focused on, including goals they have set	Admin will review evidence of data chats with ESE Resource teachers during collab planning.

1/20/2024	Monthly	Data Chat w/Teachers October: Tier one class data November: I-ready diagnostic review and December: PM2 data to be reviewed and changes in Tier 2 groups will be created as needed	Agenda, attendance	Admin - Outlook invitation and attendance, follow up with action steps.
1/20/2024	Monthly	**Monitoring Goal** Evident practices as of Impact Walk #1: 45% SIP Goal for SIP PHASE 2: 60% Monitoring strategy to be implemented: Teacher actively monitors with a pen/marker/stamp with immediate feedback to ensure students understand the lesson, or students can use a white board, post it etc. to ensure accuracy. In independent time allow students in older grades to have supports (ex. answer keys) to check work.	Using the walkthrough tool, admin will discuss next steps with leadership team, and give doable next steps to teachers. This will be shared monthly in the newsletter	Admin Team will review Power Bi biweekly. Review Look fors, share in monthly faculty meeting and in Staff Newsletter. Admin walkthroughs will also give teachers doable next steps.
1/20/2024	Monthly	**Engagement Goal** Evident practices as of Impact Walk #1: 44% SIP Goal for SIP PHASE 2: 60% Engagement strategy to be implemented: Structures are in place for collaborative strategies (ex. turn and talk)	Using the walkthrough tool, admin will discuss next steps with leadership team, and give doable next steps to teachers. This will be shared monthly in the newsletter	Admin Team will review Power Bi biweekly. Review Look fors, share in monthly faculty meeting and in Staff Newsletter. Admin walkthroughs will also give teachers doable next steps.

1/20/2024	Monthly	**Differentiation Goal** Evident practices as of Impact Walk #1: 34% Goal for SIP PHASE 2: 45% This will become a SIP Goal in Q3 Differentiation strategy to be implemented: Teacher monitors and scaffolds questions based on student need (use of manipulatives, sentence stems, strategic partners etc. to help with student success)	Using the walkthrough tool, admin will discuss next steps with leadership team, and give doable next steps to teachers. This will be shared monthly in the newsletter	Admin Team will review Power Bi biweekly. Review Look fors, share in monthly faculty meeting and in Staff Newsletter. Admin walkthroughs will also give teachers doable next steps.
1/20/2024	Weekly	**Lesson Plans and Collaborative Planning:** occurs weekly	Admin and Coaches will attend collaborative planning and ensure teachers have engagement and monitoring strategies included in plans.	Lesson Plans will be reviewed weekly after being uploaded to Canvas by Admin. Next steps will be provided as needed to teachers by administration.
1/20/2024	Monthly	**BQ Goal**: teachers will identify BQ students in their room, and where they are sitting, create strategic peer partnerships, scaffolding of types of questions asked during Tier 1 so all students have a voice. This will then be discussed in collaborative planning at least monthly to review progress of students	Data in Power BI will be reviewed with teachers monthly in Wednesday Data Meeting and Leadership team will review as well	Data Chat agendas will show next steps and changes in interventions, Tier 1 strategies

Citrus Elementary School

"A School of Community Citizenship"

African American Achievement Plan (Quarter #3 Evidence)

Strategy AAAP 3.1 <mark>(ALL SCHOOLS</mark>}: Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.
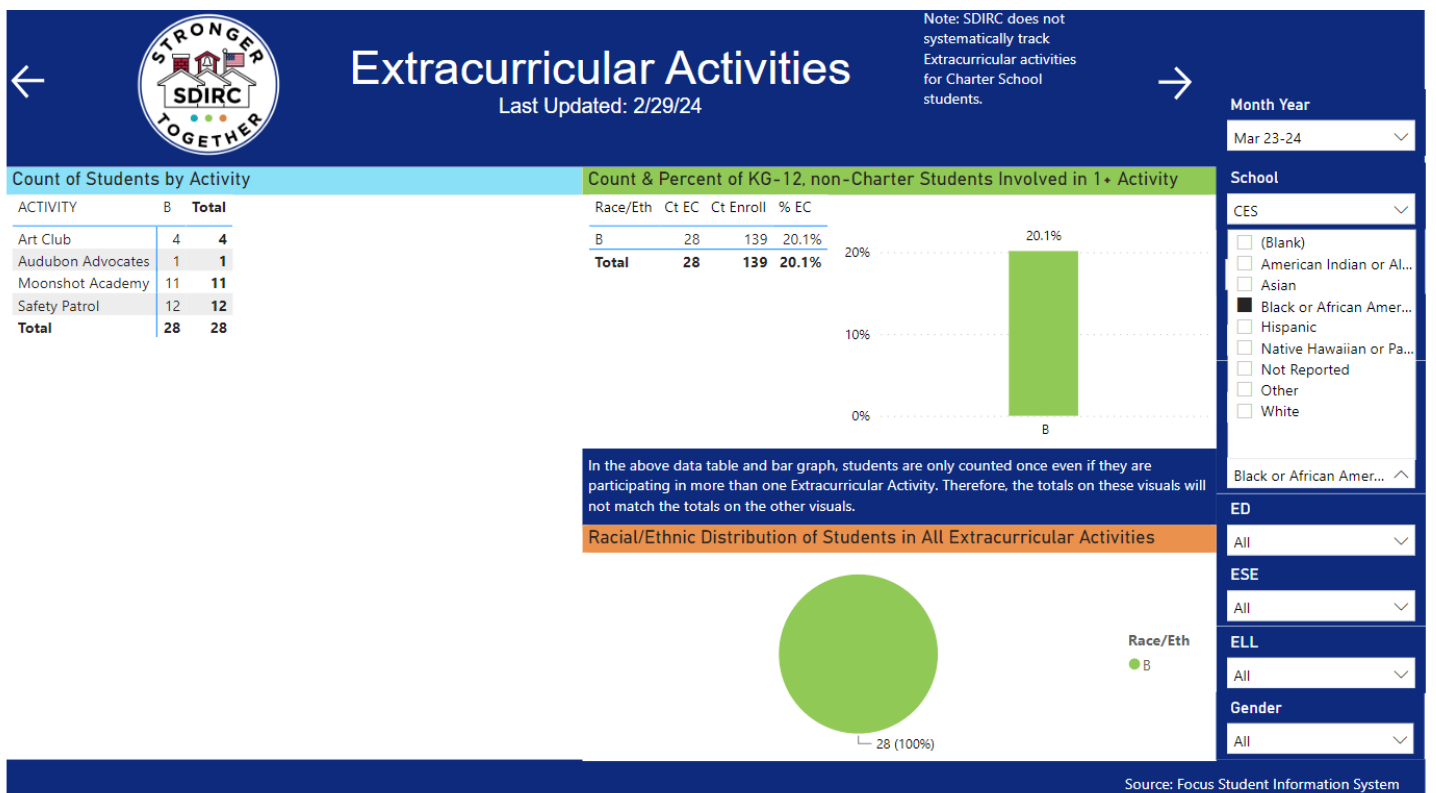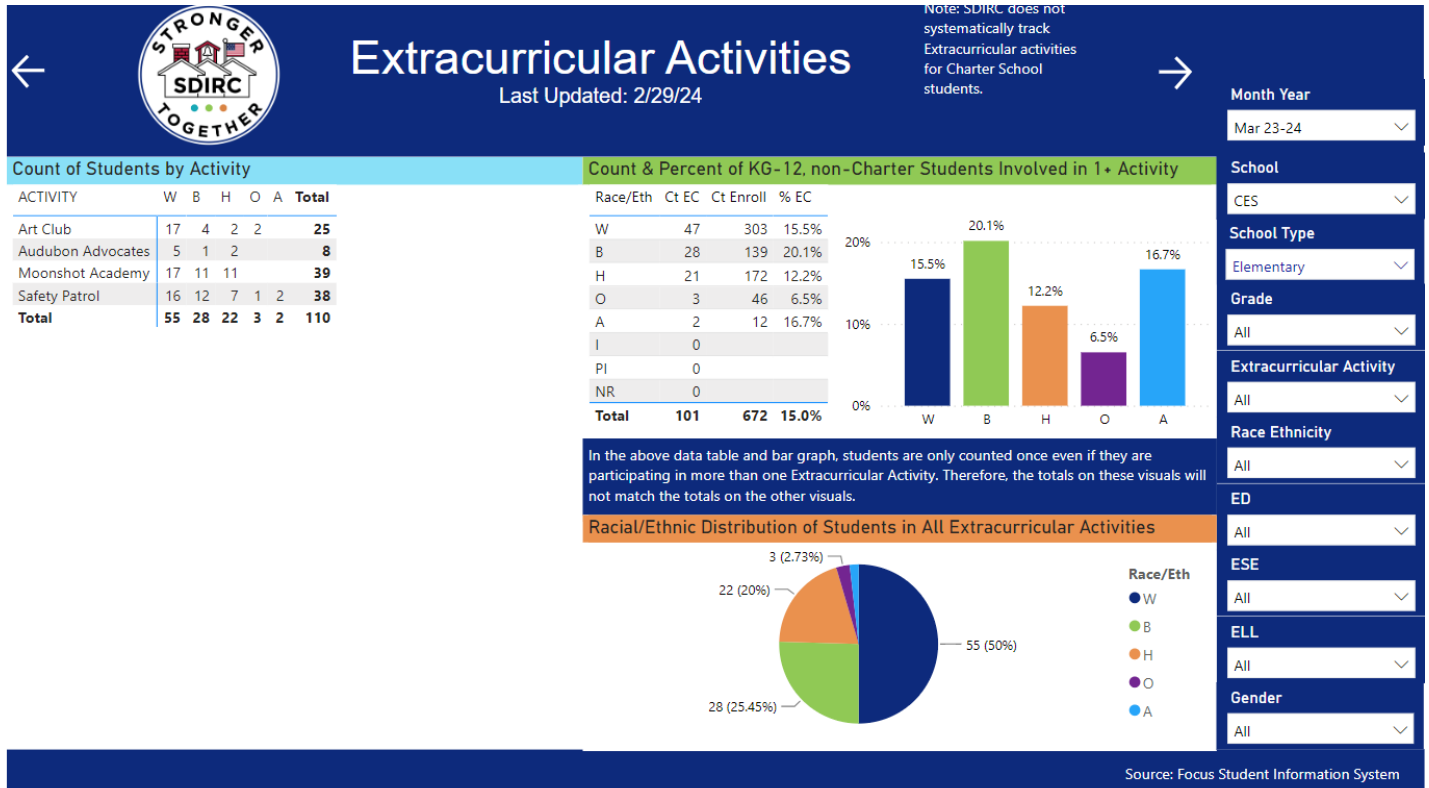
March 17, 2024

Good evening, Citrus Families:

This is your Principal, Ms. Jones with the announcements and events for this week:

1. Please remember we will continue to monitor attendance each week. Our school goal is to maintain at least a 95% attendance rate. Last week: 5th grade had the highest attendance rate of 94%, remember all healthy student to attend school each day. If your Stinger is absent, please call the attendance line at 772-978-8436 or send in a note.

2. Students drop off time is 8:20 am, there is no adult supervision before this time; students should remain in vehicles until 8:20 when the gate is open; breakfast is closed at 8:45 each morning.

3. We are excited to announe that Citrus placed 2nd in the Superintendent' iReady Challenge of **ALL** the elemetary schools in our county; and this Friday March 22nd we will have our iReady Ice Cream Celebrations for all grade levels.

4. This week is our Spirit Week, we will kick it off tomorrow Monday March 18th with our $1 Casual for a Cause Dress Down Day all money collected will be donated to the Ocean Research and & Conservation Association. Check our Facebook Page or Focus Annocements for the daily theme.

5. We have a large amount of items in our lost and found-all remaining items will be donated after this Friday. Please have your Stinger check for lost items.

6. Please mark your calendars for Spring Break March 25th-March 29th.

7. To stay connected please consider joining our Facebook pages, Citrus Stingers or Citrus Elementary School for daily announcements, upcoming events, and general information.

That is all for now,
I hope you have a great evening!
#AGREATPLACETOBEE

March 3, 2024

Good evening, Citrus Families:

This is your Principal, Ms. Jones with the announcements and events for this week:

1. Please remember we will continue to monitor attendance each week. Our school goal is to maintain at least a 95% attendance rate. Last week: 5th grade had the highest attendance rate of 94%, remember all healthy students need to attend school each day. If your Stinger is absent, please call the attendance line at 772-978-8436 or send in a note.

2. Students drop off time is 8:20 am, there is no adult supervision before this time; students should remain in vehicles until 8:20am when the gate is open; breakfast is closed at 8:45 each morning.

3. We have very important I-Ready testing this week. All grade levels will test reading and math. Students signed the iReady Pledge on Friday and are ready to show what they know and celebrate success with Ice Cream! Also, Superintendent Dr. Moore will sponsor an iReady party for students and staff to the elementary school with the highest growth! Please be sure that your Stinger gets a good night's rest, a healthy breakfast and arrives to school on time!!

4. To stay connected please consider joining our Facebook pages, Citrus Stingers or Citrus Elementary School for daily announcements, upcoming events, and general information.

That is all for now,
I hope you have a great evening

Good evening, Citrus Families:

This is your Principal, Ms. Jones with the announcements and events for this week:

1. Please remember we will continue to monitor attendance each week. Our school goal is to maintain at least a 95% attendance rate. Last week: Kindergarten had the highest attendance rate of 93%, remember all healthy students need to attend school each day. If your Stinger is absent, please call the attendance line at 772-978-8436 or send in a note.

2. Students drop off time is 8:20 am, there is no adult supervision before this time; students should remain in vehicles until 8:20am when the gate is open; breakfast is closed at 8:45 each morning.

3. Tomorrow Monday January 22nd is our $1-Casual for a Cause Dress Down Day. All money collected will be donated to GYAC.

4. **"Hive Achievers afterschool program will begin next month**. Selected students received applications that need to be completed and returned by Wednesday.

5. This week we are celebrating Literacy Week-On Tuesday students may wear a shirt with words, sayings or a message. On Wednesday is Vocabulary word dress up day.

6. Don't forget that we will have modified instruction days on December 19th and December 20th. Student dismissal time will be 1:40pm. Winter Break begins on Thursday December 21st and students return on Wednesday January 10th.

7. To stay connected please consider joining our Facebook pages, Citrus Stingers or Citrus Elementary School for daily announcements, upcoming events, and general information.

That is all for now,
I hope you have a great evening!
#AGREATPLACETOBEE

African American Achievement Plan (Quarter #3 Evidence)

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

Citrus Elementary Selection Committee

Tosha Jones-Principal (African American)

Ms. Chelsea Castillo- Assistant Principal (Other)

#8458-Hired: Mrs. Janessa Walker(Hispanic)

#8358-Hired: Mrs. Sarah Belcher(White)