School District of Indian River County

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

Quarter of the School Year: 1

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 November 17, 2023: _____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 2:

1. Use Walkthrough data will be compared to the Curriculum and Instruction Walkthrough data to determine if the School Improvement High Yield Strategy of Monitoring is being used in classrooms with fidelity.
2. Use 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.

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

Quarter of the School Year: 1

Date of Summary: November 17, 2023

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	3
Date(s) of Support Provided to School Leadership Teams *(i.e., August 1, 2023)*	8/31/23 9/18/23
Summary of Observation(s):	Students were working in Unit 1 of Amplify, Standard ELA.5. R.2.4

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)*	09/11/23 09/18/23 10/02/23 10/09/23

African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			**First**			**Second**			**Third**		
Ct Need Fun Read & Scheduled	*Ct Need Fun Read*	*Percent (%)*	*Ct Need Fun Read & Scheduled*	*Ct Need Fun Read*	*Percent (%)*	*Ct Need Fun Read & Scheduled*	*Ct Need Fun Read*	*Percent (%)*	*Ct Need Fun Read & Scheduled*	*Ct Need Fun Read*	*Percent (%)*
6	6	100%	9	9	100%	4	4	100%	7	7	100%

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.

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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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 (%)

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>:	8/25/23 9/29/23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>:	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 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 <u>Achievement</u>:	09/11/23 09/18/23 10/02/23 10/09/23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>:	What strategies am I using during TIER 1? <u>(Whole group or small group using district curriculum)</u>. 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. 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.

Quarter 1: 08.10.2023 – 10.11.2023; Completion of Reflection & Quarterly Data Due 11.17.2023   Page **3** of 5
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

African American Achievement Plan 2023-2024
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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 (%)

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)*	9/2023	
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):	100% of the Lesson Plans will include what/how Monitoring strategies will be used and how students in our ESSA Subgroups are being monitored. Teachers will be able to use PBI to review after each assessment window and pull data for data chats. Roster for 100% teacher attendance verification. (With make-up session.)	

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:	10/2023	
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

(#)	(#)	(%)
19	139	13.6%
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	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		

*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:	1
Percentage of Interviewers on Interview Committee by Race	

Black/African American (%)	White, Non-Hispanic (%)
0	50%
(OPTIONAL) Additional information:	Hispanic: 50%

Citrus Elementary School

"A School of Community Citizenship"

African American Achievement Plan (Quarter #1 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-5ᵗʰ Grade

Unit 1: Personal Narratives

Big Idea 1: This unit allows students to examine the genre of personal narratives

and helps students build their knowledge of descriptive writing.

Big Idea 2: Through close and critical reading, these texts provide students the

opportunity to improve their literal comprehension and text-based inferencing.

Duration: Aug. 14 – Sept. 12 19 Days

Unit Description: This unit examines the genre of personal narratives: works of nonfiction written by a first-person narrator who is or was involved in the

events they describe. Students read five personal narratives, identifying the elements of the genre and, throughout the unit, using these elements in writing a

variety of their own personal narratives. These elements include a logical sequence of events, dialogue, vivid descriptive language, sensory details, figurative

language, and images that accompany a written text. Examining the genre in this way will help students build their knowledge of descriptive writing. A primary

goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often full-

paragraph or multi-paragraph narratives, in a low-stakes environment that encourages them to develop their writing skills. Most of the writing assignments are

connected to practicing a skill, such as writing dialogue or using strong descriptive verbs, that students will have studied in connection with the narratives they
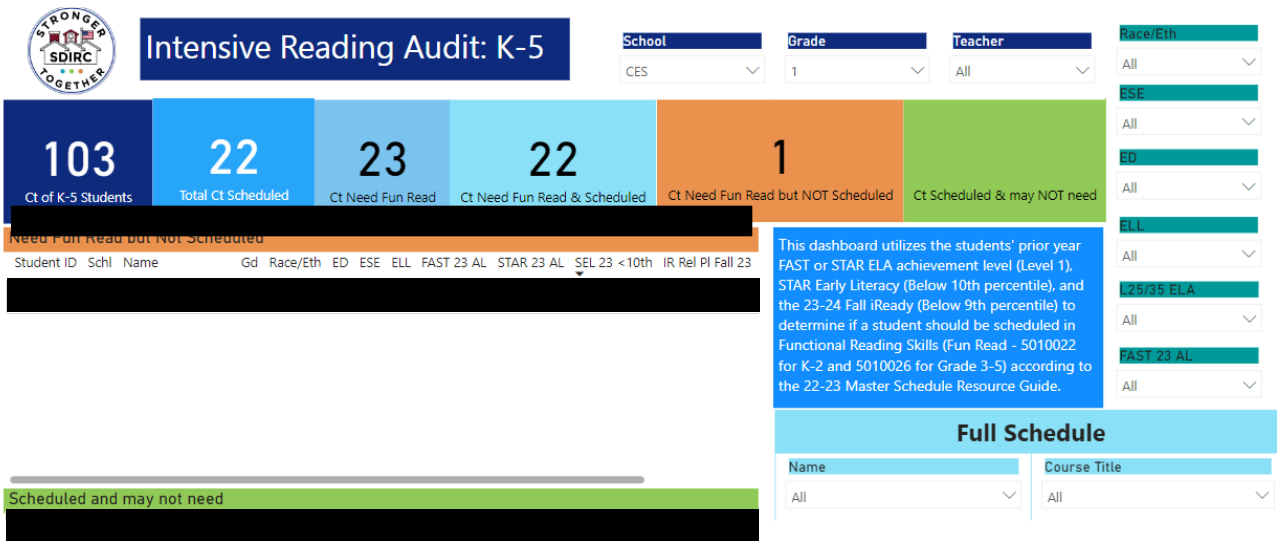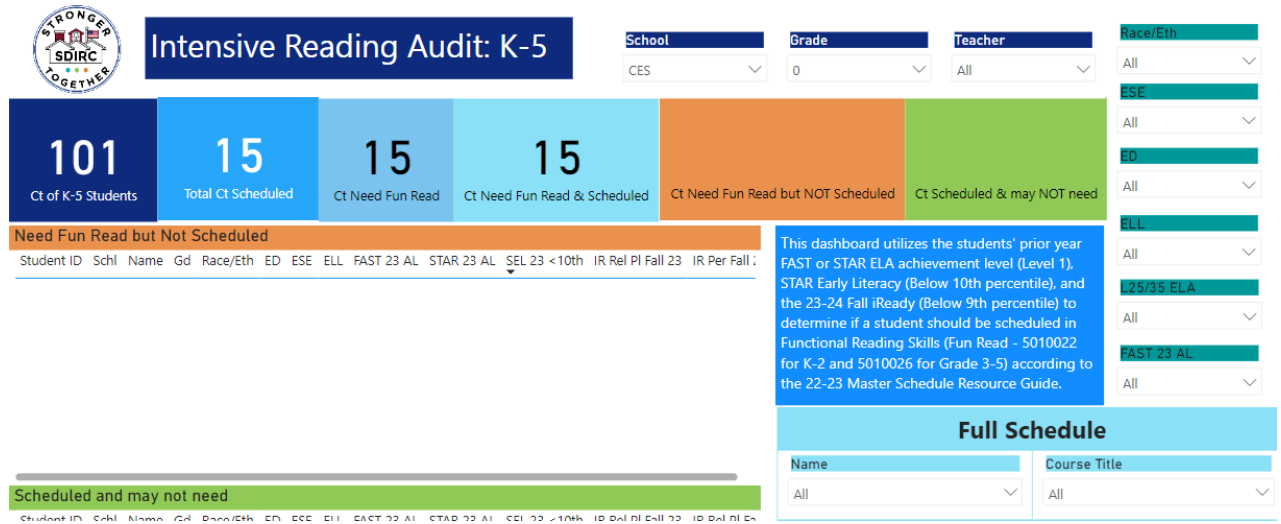
are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions, with their classmates offering concrete and positive feedback.

Citrus Elementary School

"A School of Community Citizenship"

African American Achievement Plan (Quarter #1 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: All
ESE: All
ED: All
ELL: All
L25/35 ELA: All
FAST 23 AL: All

106	32	30	30		2
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.

Full Schedule

Name	Course Title
All	All

Scheduled and may not need

Intensive Reading Audit: K-5

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

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

106	33	33	33		
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.

Full Schedule

Name	Course Title
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Scheduled and may not need

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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.

<p align="center">Tier 1, 2 and 3
What do I do when a student is struggling?</p>

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

   -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.

   <p align="center"><u>If a student is STILL NOT progressing in the intervention:</u></p>

   -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
   <u>Tier 3:</u>
   -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

DATE:9/11/2023	Student	ID	Grade	Teacher
9:00			4th	Browning
9:25			4th	Browning
9:50			4th	Browning
10:15			1st	Demmy
10:40			4th	Bruckner
11:05			2nd	Norton
11:30			2nd	Addis
11:55			3rd	McDonough
12:20			3rd	Tetreault

Certificate of PBIS Success

THIS CERTIFICATE IS AWARDED TO

CITRUS ELEMENTARY SCHOOL

IN RECOGNITION OF BEING:

SILVER LEVEL

MODEL PBIS SCHOOL FOR 2022-2023

Don Kincaid
Don Kincaid, Project Director

Heather George
Heather George, Project Co-Director

Florida PBIS
Florida's Positive Behavioral
Interventions & Supports Project
A Multi-Tiered System of Supports

UNIVERSITY of
SOUTH FLORIDA

Citrus Elementary School

"A School of Community Citizenship"

African American Achievement Plan (Quarter #1 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.

Data Rating	DATA SYNOPSIS	Which High Yield Strategies will contribute the most to
ACADEMICS SIGNIFICANT DATA FINDINGS	Multiple data sources show that overall, our general education students (67%) are outperforming their ESE counterparts (26%), specifically African American ESE students (13%.) When disaggregated for the 22-23 school year: 3rd grade would be 65%(A), 4th grade would be 57%(B), and 5th grade would be 57%(B). The goal for the 2023-2024 school year is to increase our 2021-2022 school grade from 50%(C) to 65%(A). Our predicted school grade for the 2022-2023 school year is 58%(B).	High Yield Strategy will focus on Monitoring student understanding of SBI/tasks as planned during Collaborative Planning and using the monitoring data to adjust instruction. Additionally, we will ensure that engagement strategies are included in lesson plans for each lesson and teachers are implementing the strategies with fidelity.
List ESSA SUBGROUP that fell below 41%. **Include an implementation step below to support the ESSA subgroup identified.**	African American students 39% overall proficiency and ESE students 32% overall proficiency in the 2021-2022 school year. African American students 47% overall proficiency and ESE students 26% overall proficiency in the 2022-2023 school year.	
THEORY OF ACTION: If we implement high yield strategies of monitoring and engagement, our teachers will use relevant, recent and aligned data to adjust their instruction, plans and instructional delivery to meet the needs of each student, then all students achieve.		
DESIRED ACADEMIC OUTCOMES: Goal: Improve overall achievement levels for African American students and ESE students to from 22% to 41% proficiency. According to the predicted 2022-2023 state assessment data our goal is to improve ELA achievement levels for African American students by 5 points from 49% to 54% (23-24) proficiency and improve Math achievement levels by 5 points from 46% to 51% (23-24) proficiency. Our 2022-2023 end of year data showed monitoring to be evident in 46% of our classrooms. Our goal is to increase our evidence of monitoring in classrooms to 75%, as reflected in walkthroughs data, lesson plans review, classroom instruction, RTI (Response to Intervention), CP Collaborative Planning and GL (Grade Level) data.		

IMPLEMENTATION PLAN for ACADEMICS
START DATE	**END DATE**	**FREQUENCY**	**ACTION ITEM**	**EXPECTED EVIDENCE**	**MONITORING**
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/1/2023	10/12/2023	One Time	Faculty Meeting: introduced our goals and high yield strategies (monitoring and engagement) and the action steps that we will follow to implement, monitor and revise as needed. Discussed 22-23 FAST data and ESSA subgroups.	Teachers will be able to use PBI to review after each assessment window and pull data for data chats. Roster for 100% teacher attendance verification. (with make-up session.)	**Who:** Tosha Jones, Principal Chelsea Castillo, Assistant Principal **How:** Data chat forms will be reviewed by Leadership
8/1/2023	10/12/2023	Weekly	Data Dive PD with Jody Houston	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 **Literacy Coach:** Rene Koppelman **Math Coaches:** Jennifer Keeler

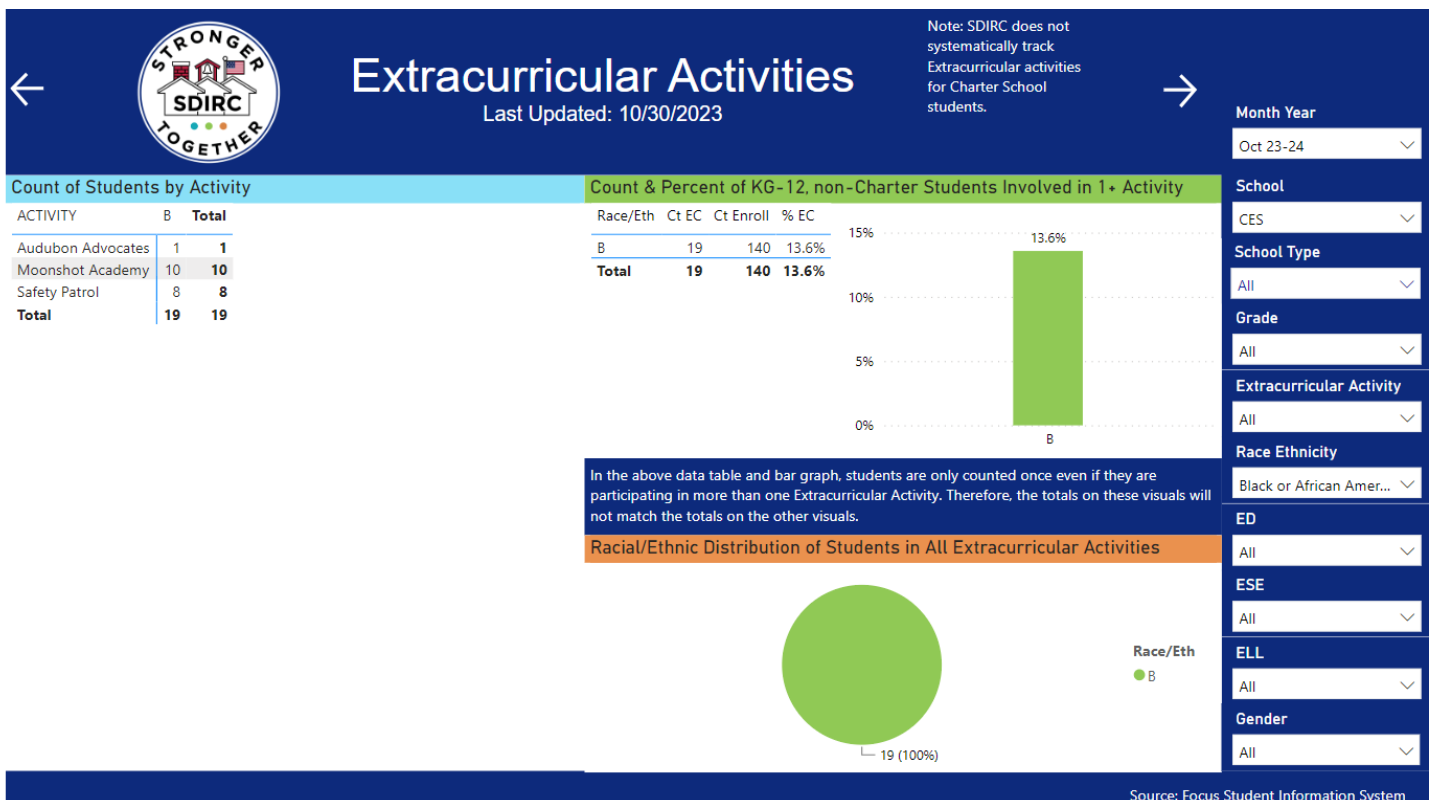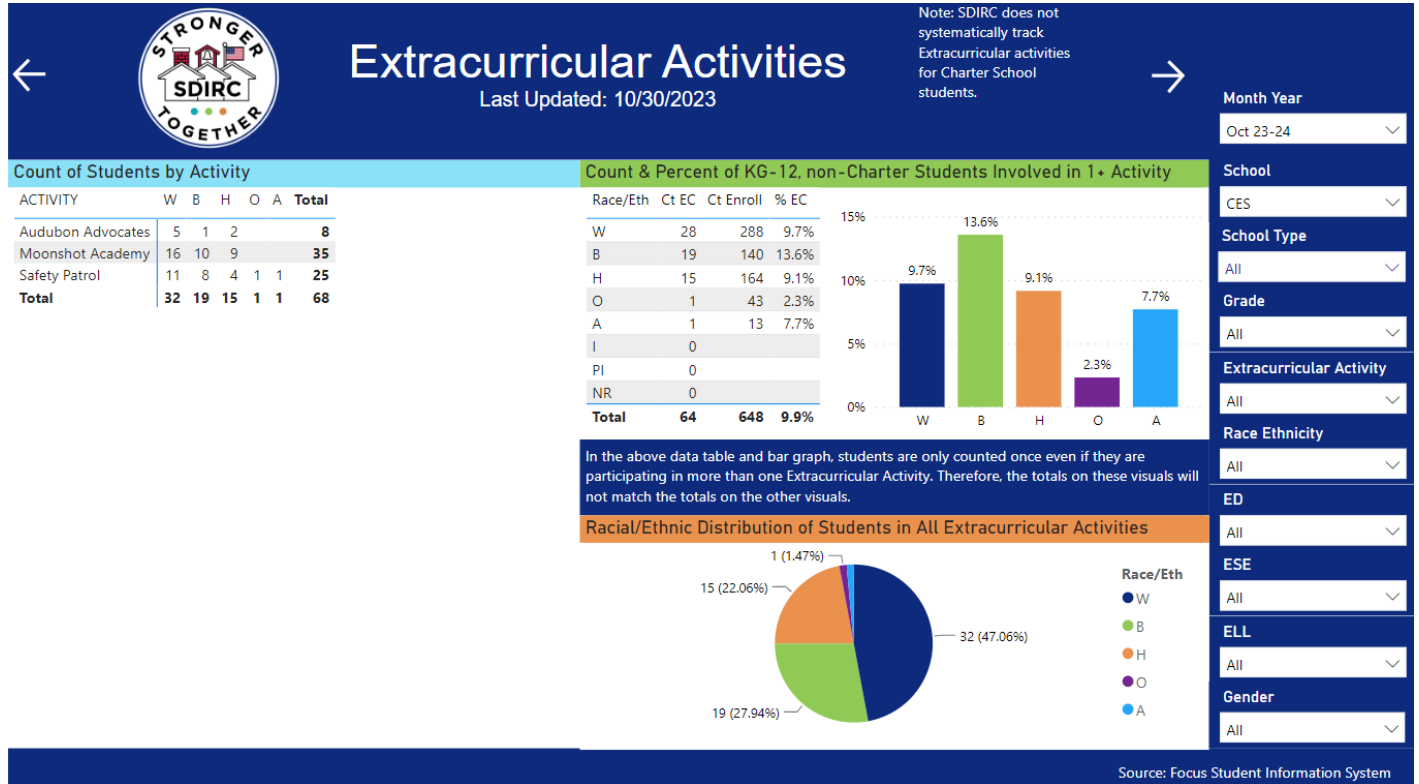|					Amber DelTufo **How:** Collaborate
8/1/2023	10/12/2023	Monthly	Collaborative Planning – pre plan, FA, data review. Collaborate planning logs and notes that explicitly incorporate strategies and plans that include ESSA subgroups (African American and ESE Students.)	Monthly Family Newsletters, Title 1 Mtgs, Open House, Classroom/Hall posters, agendas, School Advisory Council Meetings.	**Who:** Tosha Jones, Principal Chelsea Castillo, Assistant Principal **How:** Attendance/sign in sheets (who attended meetings), meeting agendas, classroom walkthroughs that have been scheduled through the first semester
8/1/2023	10/12/2023	Bi-Weekly	Communication of the SIP goals.	Walkthrough data will be compared to the Curriculum and Instruction Walkthrough data to determine if the School Improvement High Yield Strategy of Monitoring 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	**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).
				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.	
8/3/2023	8/4/2023	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:** Teacher roster to track who attended and was provided information and SIP score board to display data for all to

Citrus Elementary School

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African American Achievement Plan (Quarter #1 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.

Citrus Elementary School 772-978-8350
September 2023
www.indianriverschools.org/citrus
Follow us on Twitter:
Citrus Elementary School@CESbuzzing
or like us on Facebook at Citrus Elementary School

September 2023 — Citrus Elementary School

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	Celebrate Attendance Awareness Month!				1 College Day Wear your favorite college colors or shirt for FREE	2
3	4 No School Labor Day	5 Audubon Begins Select 5th Grade Students	6 PTA Mobile Chick-fil-a Night 5-7 pm	7	8	9
10	11 PATRIOT DAY Red, White & Blue Dress Down Day – FREE	12 Audubon Taco Tuesday Moe's SW Grill US 1	13	14 5:15 pm PTA Meeting 5:30 pm Title 1 Night Open House Night	15 Hispanic Heritage Month Begins Rosh Hashanah Begins at Sunset	16
17	18 Casual for a Cause Dress Down Day $1.00 SAC Meeting 4 pm	19 Audubon	20 VIP Day Domino's Night	21	22 First Day of Fall	23
24 Yom Kippur Begins at Sunset	25 No School	26 Fall Picture Day All Students Audubon Taco Tuesday Moe's SW Grill US 1	27	28	29	30 Audubon Kayaking

Citrus Elementary School 772-978-8350
October 2023
www.indianriverschools.org/citrus
Follow us on Twitter:
Citrus Elementary School@CESbuzzing
or like us on Facebook at Citrus Elementary School

October 2023 — Citrus Elementary School

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 Moonshot Afterschool Camp T, W, Th Dismisses at 5:15 pm	2 Custodial Appreciation Day Audubon Moonshot	3	4 Walk to School Day 7:55 am Skate Factory 27th Avenue Moonshot	5 Health Screenings Grades K, 1 &3 Moonshot	6 PTA Glow Dance 5-7 pm Citrus Cafeteria Ticket purchases by Oct. 4 ONLY	7
8 National School Lunch Week October 9-13	9 Indigenous People's Day Columbus Day	10 Audubon Moonshot Taco Tuesday Moe's SW Grill US 1	11 End of the 1st Quarter Moonshot	12 PTA Skate Night 5:30 – 7:30 pm Skate Factory Moonshot	13	14
15 School Bus Safety Week October 16-20	16	17 Audubon Moonshot	18 Domino's Night Moonshot	19 Moonshot	20	21 Day of Caring 8:30-10:30 am Citrus Campus
22 Conference Week	23 BOOK FAIR BEGINS Report Cards Go Home	24 Moonshot No Audubon Parent/Teacher Conferences 4-7 pm	25 Moonshot Parent/Teacher Conferences 4-6:15 pm	26 1st Quarter Awards Select Students Moonshot Parent/Teacher Conferences 4-6:15 pm BOOK FAIR Ends	27 No School	28
29	30	31 Casual for a Cause $1 Dress Down/ Character Day Audubon Moonshot Halloween				

Citrus Elementary School

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African American Achievement Plan (Quarter #1 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)

Mrs. Nora Berry (Hispanic)

Vacancy #8234-(ESE Teacher)