



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

**Quarter of the School Year: 2**

**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 January 12, 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 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.
3. Intensive Data review, identifying BQ students and a plan to support achievement efforts.
4. Restructuring the 4<sup>th</sup> grade schedule and RTI.



# African American Achievement Plan 2023-2024

## Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 2

Date of Summary: January 12, 2024

School: Citrus Elementary School

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

<b>Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History standards are implemented in alignment with established curriculum maps for grades K-12.</b>	
Number of Walk-throughs to Observe Implementation of African American History Teachings	2
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2023)	11/13/23 12/11/23
Summary of Observation(s):	Students were working in: 4 <sup>th</sup> Grade: Unit 4 of Amplify, Student Inventor Lessons 1-3 4 <sup>th</sup> Grade: Poetry Unit Lesson 5

<b>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.</b>												
Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3 (i.e., August 1, 2023)					10/23/23 10/30/23 11/06/23 11/27/23 12/11/23							
<b>African American Students Receiving Interventions for Substantial Reading Deficiencies</b>												
<b>Kindergarten</b>			<b>First</b>			<b>Second</b>			<b>Third</b>			
<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	
6	6	100%	9	9	100%	4	4	100%	7	7	100%	

**\*Data should be retrieved from the Power BI ES Leadership Compliance – Schedule Audit.**

<b>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.</b>	
Date(s) of School Level Review(s) of Early Warning Indicators for African American Students: (i.e., August 1, 2023)	N/A



# African American Achievement Plan 2023-2024

## Assurances of Implementation of Strategies/Action Steps

Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	N/A
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<b>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.</b>	
<b>Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined)</b>	
Black/African American (%)	White, Non-Hispanic (%)

<b>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.</b>	
<b>Discipline</b>	
Date(s) of Problem-Solving Session(s) for <u>Discipline</u> :	11/10/23 12/15/23
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.
<b>Achievement</b>	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	10/23/23 10/30/23 11/06/23 11/27/23 12/11/23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	<p>What strategies am I using during TIER 1? (<u>Whole group or small group using district curriculum</u>).</p> <p>If more than 70% of your students are not proficient, Tier 1 instruction may need adjustments in strategies (modalities, manipulatives, etc.)</p> <p>After step 1 has been completed, the 30% of the class that is still not proficient in a <b>specific area</b> (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</p>



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

	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.
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<b>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.</b>	
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 (%)

<b>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.</b>		
Date of Quarterly Review of School Improvement Plan: <i>(i.e., August 1, 2023)</i>	10/23 11/23	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.)	



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

Strategy AAAP 3.1 <b>(ALL SCHOOLS)</b> : 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	1/2024	
Student Participation Data within Focus Student Information System:		
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 (%)
23	139	16.5
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	<ul style="list-style-type: none"> <li>*Monthly Calendar sent home via Thursday Folder with information on extracurricular activities listed.</li> <li>*Weekly Messenger Calls</li> <li>*Flyers/information sent home via Thursday Folder</li> <li>*Post on social media outlets (Facebook/Twitter)</li> <li>*Post on Focus District/School Announcements</li> <li>*Direct Parent notification/communication for specific programs.</li> <li>*PBIS App</li> </ul>	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		
<b>*Data should be retrieved from the Power BI <a href="#">Extracurricular Activities</a> public-facing dashboard.</b>		

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 (%)
50%	50%
(OPTIONAL) Additional information:	Hispanic: 50%

# Citrus Elementary School

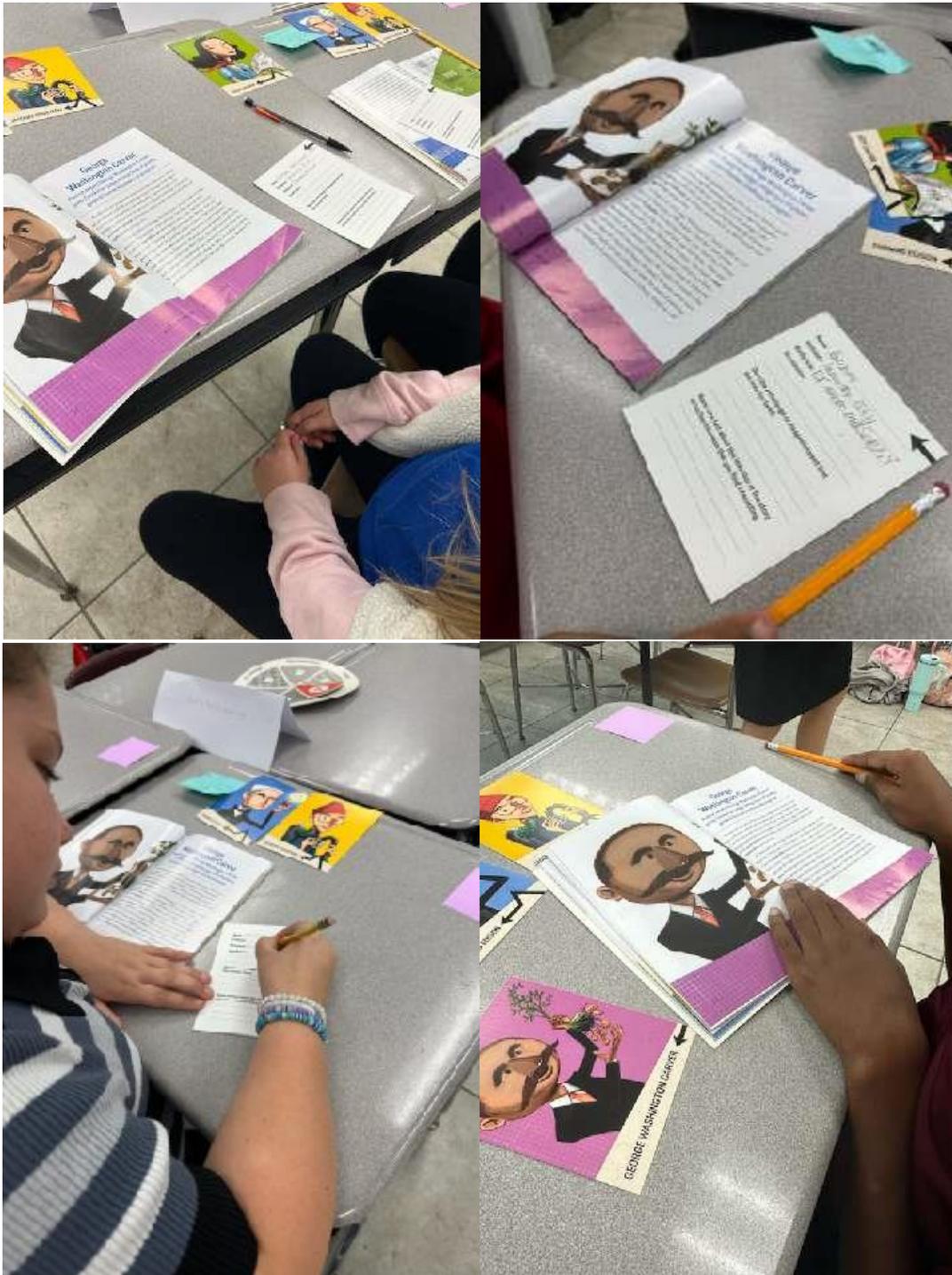
## *“A School of Community Citizenship”*

### *African American Achievement Plan (Quarter #2 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.

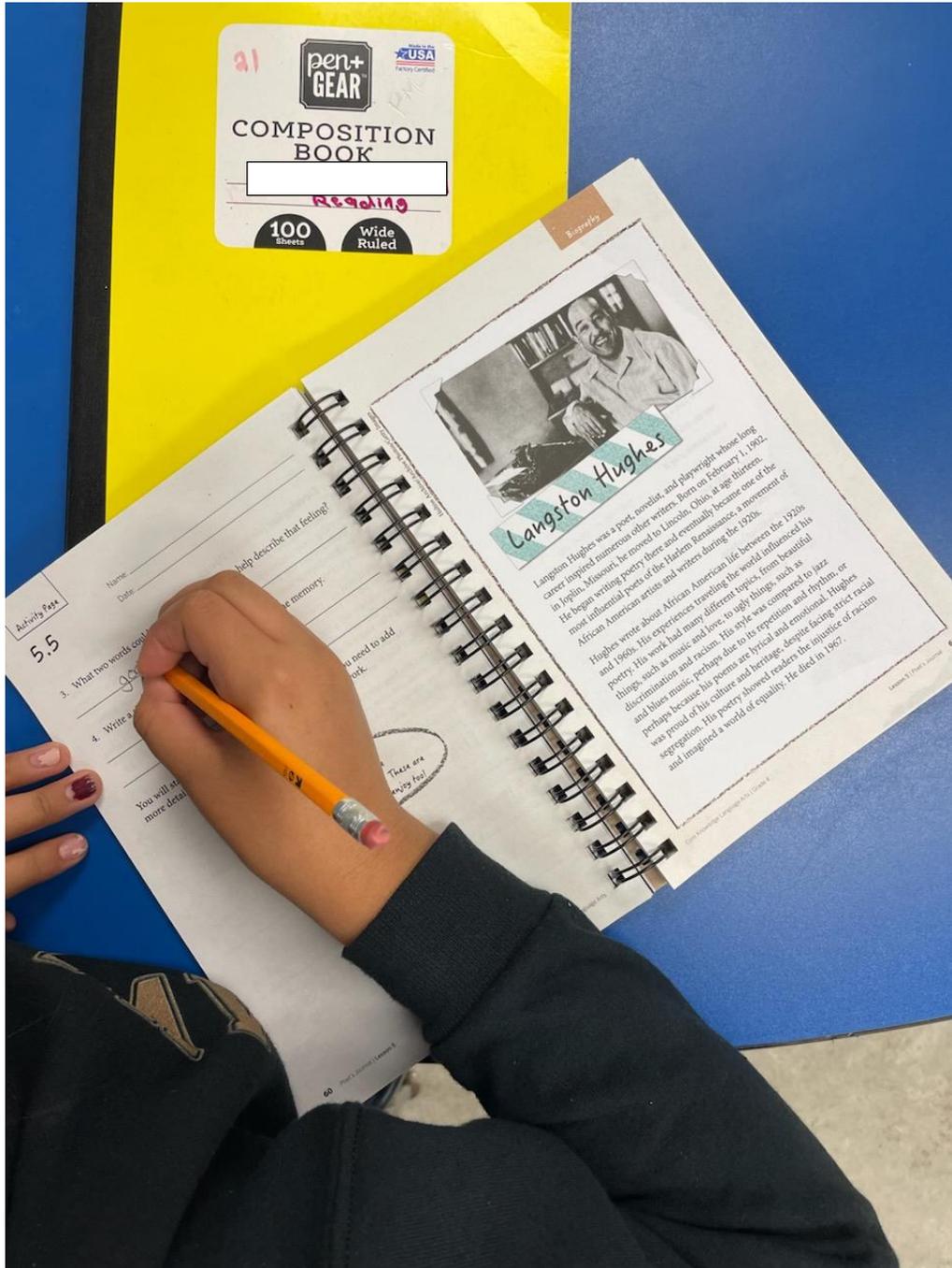
ELA CURRICULUM MAP-4<sup>th</sup> Grade

Amplify Unit 4-Eureka! Student Inventor Lessons 1-3



# ELA CURRICULUM MAP-4<sup>th</sup> Grade

## Amplify Unit 5-Poetr



# Citrus Elementary School

## "A School of Community Citizenship"

### African American Achievement Plan (Quarter #2 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  
0

Teacher  
All

Race/Eth  
B

ESE  
All

ED  
All

ELL  
All

L25/35 ELA  
All

FAST 23 AL  
All

### 23

Ct of K-5 Students

### 6

Total Ct Scheduled

### 6

Ct Need Fun Read

### 6

Ct Need Fun Read & Scheduled

### 0

Ct Need Fun Read but NOT Scheduled

### 0

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 PI Fall 23	IR Per Fall 23
[Empty Row]												

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 PI Fall 23	IR Per Fall 23
[Empty Row]												

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 All	Course Title All
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Name	Course Title	CourseID	Period	Teacher
[Empty Row]				

Intensive Reading Audit: K-5

School  
CES

Grade  
1

Teacher  
All

Race/Eth  
B

ESE  
All

ED  
All

ELL  
All

L25/35 ELA  
All

FAST 23 AL  
All

### 15

Ct of K-5 Students

### 9

Total Ct Scheduled

### 9

Ct Need Fun Read

### 9

Ct Need Fun Read & Scheduled

### 0

Ct Need Fun Read but NOT Scheduled

### 0

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 PI Fall 23	IR Per Fall 23
[Empty Row]												

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 PI Fall 23	IR Per Fall 23
[Empty Row]												

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 All	Course Title All
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Name	Course Title	CourseID	Period	Teacher
[Empty Row]				



# Intensive Reading Audit: K-5

School	Grade	Teacher	Race/Eth
CES	2	All	B



**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 PI Fall 23	IR Per Fall 23
[Empty rows]												

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**

Student ID	Schl	Name	Gd	Race/Eth	ED	ESE	ELL	FAST 23 AL	STAR 23 AL	SEL 23 <10th	IR Rel PI Fall 23
[Empty rows]											



# Intensive Reading Audit: K-5

School	Grade	Teacher	Race/Eth
CES	3	All	B



**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 PI Fall 23	IR Per Fall 23
[Empty rows]												

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**

Student ID	Schl	Name	Gd	Race/Eth	ED	ESE	ELL	FAST 23 AL	STAR 23 AL	SEL 23 <10th	IR Rel PI Fall 23	IR Rel PI Fa
[Empty rows]												

Name	Course Title	CourseID	Period	Teacher
[Empty rows]				

# Citrus Elementary School

## *“A School of Community Citizenship”*

### ***African American Achievement Plan (Quarter #2 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.



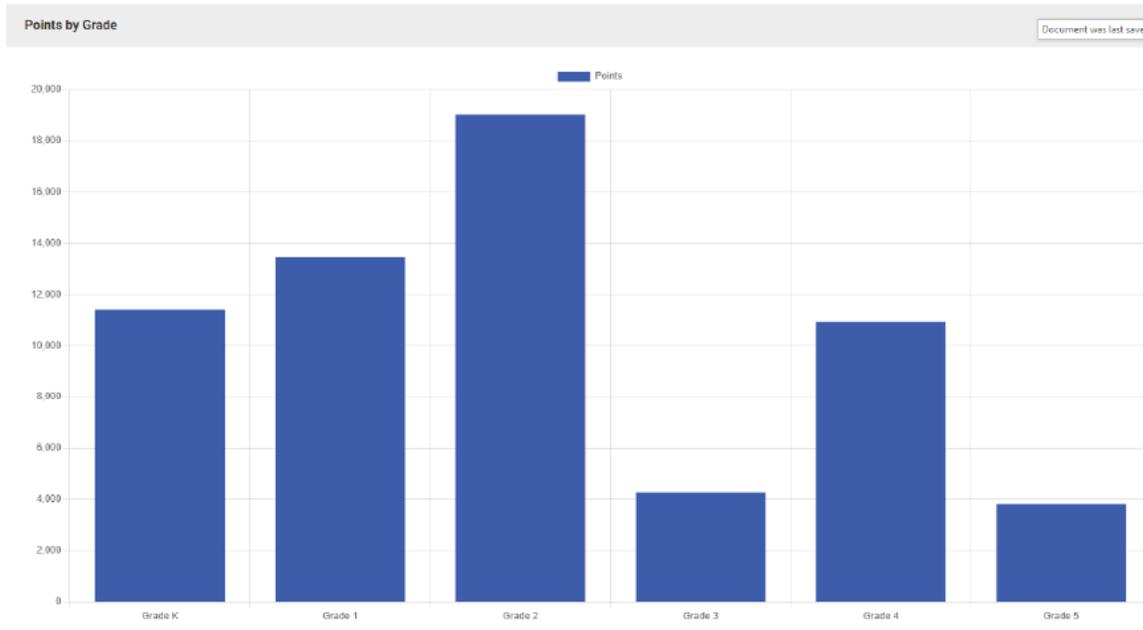
### **CES 23/24 PBS Core Team Meeting 12/15/23**

12/15/23

1. Reminder Meeting Dates: 1/26, 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. Thank you for working with your teams to complete the PIC. Walkthrough will be coming in February or March.
4. Need team members willing to work on poster revisions
5. Discipline Data – not including transportation.

Discipline Disaggregation	9/29-11/8/23		11/9- 12/14/23	
		27 minors	9 ODR	13 Minors
<b>Grade Levels</b>	K, 1 <sup>st</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup>	K, 2 <sup>nd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup>	2-K, , 1-3 <sup>rd</sup> , 8-4 <sup>th</sup> , 2-5 <sup>th</sup>	3 -K, 3 – 4 <sup>th</sup> , 3- 5 <sup>th</sup>
<b>Race / Ethnicity</b>	6 AA, 2 H, 4 O, 15 W	4 – AA (3 students), 1-H, 2-O, 2-W	7 AA (4 same student), 1 H, 1 O, 4 W	4 – AA (3 students), 4-H (3 students), 1-O
<b>Recidivism</b>	6	2	1 (with 4)	2
<b>Location</b>	18 classroom, 5 Café, 3 Playground, 1 Hall	8-Classroom, Playground (2 bus & 1 other activity off campus)	9 classroom, 2 PE, 1 Café, 1 Hall	3-Classroom, 2-Playground, 1 Hall, 2- hardcourt, 1-science fair (MP room)
<b>Behavior</b>	x	4 – Physical, 2-fighting, 1-language, 1 disrespect, 1-theft	x	

## 6. PBIS Rewards Usage: 11/9/23-12/14/23



## 7. Incentives

- a. Stinger Store – sign up
- b. Movie Days – K, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> have planned a movie day
- c. Menu options: Lunch w/staff, 3-5 Read announcements, Patio Pass, lunch w/teacher
- d. Courtyard games (Lunch) – need planning team
- e. Extra Recess
- f. Classroom store / incentives (teacher's chair, etc.)
- g. Spring Field Day – Need help planning

## 8. Honey Pot Snack Shop

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

## 10. Donations for Staff incentives

## 11. 23-24 Goals: Increase Feedback

- a. Student Survey
- b. Parent Survey



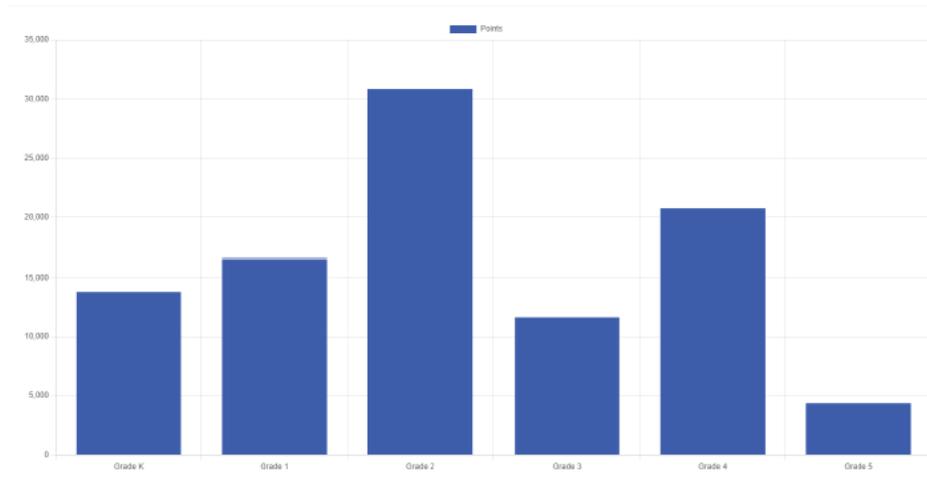
## CES 23/24 PBS Core Team Meeting 11/10/23 (October/November meeting combined)

**11/10/23**

1. Reminder Meeting Dates: 12/15, 1/26, 2/23, 3/22, 4/26, 5/24 – Media Center @ 8:20 am
  
2. **Roles: Description of Roles**
  - a. Note Taker –
  - b. Timekeeper –
  - c. Input: Everyone
  - d. Recruitment –
  - e. Fundraising –
  - f. New Teacher Trainer –
  - g. Event Coordinator(s) –
  - h. Feedback manager –
  - i. Materials (posters, campus presentations) -
  
3. Welcome new members: 4<sup>th</sup> grade, Custodial, Office, TA
  
4. Congratulations – Model School - SILVER
  
5. Discipline Data – not including transportation.

Discipline Disaggregation	8/25-9/28/23		9/29-11/8/23	
	14 minors	4 ODR	27 Minors	9 ODR
<b>Grade Levels</b>	K,1 <sup>st</sup> ,3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup>	2 <sup>nd</sup> & 5 <sup>th</sup>	1-K, 2- 1 <sup>st</sup> , 2-3 <sup>rd</sup> , 17-4 <sup>th</sup> , 5-5 <sup>th</sup>	3 -K, 1 – 2 <sup>nd</sup> , 4 – 4 <sup>th</sup> , 1-5 <sup>th</sup>
<b>Race / Ethnicity</b>	10AA,2H, 10,1W	2 each: O, W	6 AA, 2 H, 4 O, 15 W	4 – AA (3 students), 1-H, 2-O, 2-W
<b>Recidivism</b>	1	0	6	2
<b>Location</b>	9-class, 2-PE, 2-recess, 1-hall	Class, café, other	18 classroom, 5 Café, 3 Playground, 1 Hall	8-Classroom, Playground (2 bus & 1 other activity off campus)
<b>Behavior</b>	x	Physical & bullying	x	4 – Physical, 2-fighting, 1-language, 1 disrespect, 1-theft

6. PBIS Rewards Usage: 9/29-11/9/23



7. PIC – input needed by last week in Nov. (FLPBIS deadline 12/1)
8. PBIS account – as of 10/25: \$2,264.24 / updated 11/10/23-\$2334.24
9. Incentives
  - a. Stinger Store – sign up
  - b. Movie Day – new information
  - c. Menu options: Lunch w/staff, 3-5 Read announcements, Patio Pass
  - d. Courtyard games (Lunch)
  - e. Extra Recess
  - f. Classroom store / incentives (teacher’s chair, etc.)
  - g. Spring Field Day
10. Holiday Fundraising ideas / incentive
11. Honey Pot Snack Shop
12. Donations for Staff incentives
13. Winter Raffle – Prize suggestions
14. 23-24 Goals: Increase Feedback
  - a. Student Survey – suggested methods

## 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

### *“A School of Community Citizenship”*

#### ***African American Achievement Plan (Quarter #2 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.

1/20/2024	One Time	<p><b>Faculty Meeting:</b> 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</p>	Roster for 100% teacher attendance verification.	<p><b>Who:</b> Tosha Jones, Principal Chelsea Castillo, Assistant Principal <b>How:</b> Data chat forms will be reviewed by Leadership</p>
1/20/2024	One Time	<p><b>Data Dive</b> PD with Jody Houston</p>	Jody Houston will be scheduled to review data with Leadership team after MOY i-Ready and FAST PM2.	<p><b>Who:</b> Tosha Jones, Principal Chelsea Castillo, Assistant Principal Literacy <b>Coach:</b> Rene Koppelman <b>Math Coaches:</b> Jennifer Keeler Amber DeTufo <b>How:</b> Collaborate planning logs will be submitted and reviewed.</p>
1/20/2024	Monthly	<p>Collaborative Planning – Collaborate planning logs and notes that explicitly incorporate strategies and plans that include strategies for ESSA subgroups (African American and ESE Students.)</p>	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.	<p><b>Who:</b> Tosha Jones, Principal Chelsea Castillo, Assistant Principal <b>How:</b> Attendance/sign in sheets (who attended meetings), meeting agendas, Lesson Plans will be uploaded weekly in Canvas and reviewed by admin</p>

1/20/2024	Bi-Weekly	<b>Communication of the SIP goals.</b>	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 DeTufo 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	<b>Classroom Walkthroughs</b>	Teachers have an understanding and expectation of high yield strategies that will be looked for in walk throughs, collaborative planning and "SIP score board"	<b>Who:</b> Tosha Jones, Principal Chelsea Castillo, Assistant Principal <b>How:</b> 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	<b>ESSA Subgroup:</b> 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	<b>Data Chats</b> 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	<b><u>Monitoring Goal</u></b> 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	<b><u>Engagement Goal</u></b> 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	<p><b><u>Differentiation Goal</u></b>  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)</p>	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	<p><b><u>Lesson Plans and Collaborative Planning:</u></b> occurs weekly</p>	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	<p><b><u>BQ Goal:</u></b> 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</p>	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

# "A School of Community Citizenship"

## African American Achievement Plan (Quarter #2 Evidence)

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.



### Extracurricular Activities

Last Updated: 1/11/24

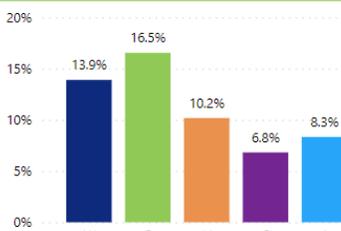
Note: SDIRC does not systematically track Extracurricular activities for Charter School students.

**Count of Students by Activity**

ACTIVITY	W	B	H	O	A	Total
Art Club	17	4	2	2		25
Audubon Advocates	5	1	2			8
Moonshot Academy	16	10	9			35
Safety Patrol	11	8	4	1	1	25
<b>Total</b>	<b>49</b>	<b>23</b>	<b>17</b>	<b>3</b>	<b>1</b>	<b>93</b>

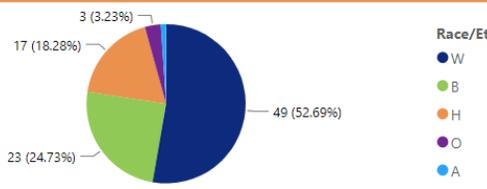
**Count & Percent of KG-12, non-Charter Students Involved in 1+ Activity**

Race/Eth	Ct EC	Ct Enroll	% EC
W	41	295	13.9%
B	23	139	16.5%
H	17	167	10.2%
O	3	44	6.8%
A	1	12	8.3%
I	0		
PI	0		
NR	0		
<b>Total</b>	<b>85</b>	<b>657</b>	<b>12.9%</b>



In the above data table and bar graph, students are only counted once even if they are participating in more than one Extracurricular Activity. Therefore, the totals on these visuals will not match the totals on the other visuals.

**Racial/Ethnic Distribution of Students in All Extracurricular Activities**



Month Year: Jan 23-24

School: CES

School Type: All

Grade: All

Extracurricular Activity: All

Race Ethnicity: All

ED: All

ESE: All

ELL: All

Gender: All

Source: Focus Student Information System



### Extracurricular Activities

Last Updated: 1/11/24

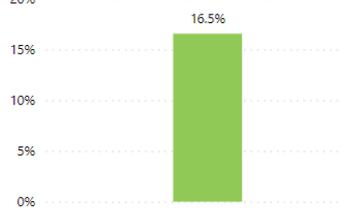
Note: SDIRC does not systematically track Extracurricular activities for Charter School students.

**Count of Students by Activity**

ACTIVITY	B	Total
Art Club	4	4
Audubon Advocates	1	1
Moonshot Academy	10	10
Safety Patrol	8	8
<b>Total</b>	<b>23</b>	<b>23</b>

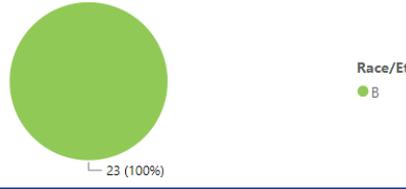
**Count & Percent of KG-12, non-Charter Students Involved in 1+ Activity**

Race/Eth	Ct EC	Ct Enroll	% EC
B	23	139	16.5%
<b>Total</b>	<b>23</b>	<b>139</b>	<b>16.5%</b>



In the above data table and bar graph, students are only counted once even if they are participating in more than one Extracurricular Activity. Therefore, the totals on these visuals will not match the totals on the other visuals.

**Racial/Ethnic Distribution of Students in All Extracurricular Activities**



Month Year: Jan 23-24

School: CES

School Type: All

Grade: All

Extracurricular Activity: All

Race Ethnicity: Black or African Amer...

ED: All

ESE: All

ELL: All

Gender: All

Source: Focus Student Information System

**11/26/2023**

**Good evening, Citrus Families, this is your Principal, Ms. Jones, with the announcements and events for this week:**

I hope you had a wonderful Thanksgiving break spent with family and friends and I am looking forward to seeing everyone tomorrow morning.

1.  **Attendance Matters!** Last week 3rd grade had the highest attendance rate at 96%, also 2<sup>nd</sup> grade and 5<sup>th</sup> grade met our goal both having 95% attendance rate.
2.  **As a reminder, drop-off time for students is 8:20 am**, there is no **adult supervision** before this time. If you need to have an earlier drop-off time, enroll your child in the before-school care program.
3.  **Tomorrow Monday November 27<sup>th</sup> is or \$1 Casual for a Cause Dress Down Day.** For \$1 students may dress down.
4.  **Also, tomorrow Monday November 27<sup>th</sup> is your last day to complete the Legends Thanksgiving Challenge!** Remember you must have played at least 60 minutes to be entered in the drawing! See the details on your FOCUS portal.
- 5.
6.  **Tuesday November 28<sup>th</sup> is our Moe's Southwest Grill Family Night**, don't forget to mention Citrus Elementary on your in-store, online or delivery orders.
7.  **To stay connected**, please consider joining our Facebook Pages, Citrus Stingers or Citrus Elementary School pages for daily announcements, upcoming events, and general information.

**That's all for now, I hope you have a great evening!**  
***#AGREATPLACETOBEE***

11/26/2023

**Buenas noches, Familias de Cítricos, esta es su Directora, Sra. Jones, con los anuncios y eventos para esta semana:**

Espero que hayan tenido unas maravillosas vacaciones de Acción de Gracias con familiares y amigos y espero verlos a todos mañana por la mañana.

1.  **¡La asistencia importa!** La semana pasada, 3er grado tuvo la tasa de asistencia más alta con un 96%, también 2do <sup>grado</sup> y 5to grado cumplieron con nuestra meta, ambos con una tasa de asistencia del 95%.
2.  **Como recordatorio, la hora de entrega de los estudiantes es a las 8:20 am, no hay supervisión de un adulto antes de esta hora.** Si necesita tener una hora de entrega más temprana, inscriba a su hijo en el programa de cuidado antes de la escuela.
3.  **Mañana lunes 27 de noviembre** es el Día de Vestirse Casual por una Causa o \$1. Por \$1, los estudiantes pueden vestirse de manera informal.
4.  **Además,** mañana lunes 27 de noviembre es tu último día para completar el Desafío de Acción de Gracias de Leyendas. ¡Rember debes haber jugado al menos 60 minutos para participar en el sorteo! Consulte los detalles en su portal FOCUS.
- 5.
6.  **El martes 28 de noviembre** es nuestra Noche Familiar de Moe's Southwest Grill, no olvide mencionar Citrus Elementary en sus pedidos en la tienda, en línea o a domicilio.
7.  **Para mantenerse conectado,** considere unirse a nuestras páginas de Facebook, Citrus Stingers o Citrus Elementary School para recibir anuncios diarios, próximos eventos e información general.

**Eso es todo por ahora, ¡espero que tengáis una gran noche!**

**#AGREATPLACETOBEE**

11/26/2023

**Bon aswè, Fanmi Citrus, sa a se Direktè lekòl ou, Msye Jones, ak anons ak evènman pou semèn sa a:**

Mwen espere ke ou te gen yon bèl bagay Jou Aksyon de Gras a fanmi ak zanmi ak zanmi ak mwen kap pou pi devan pou wè tout moun demen maten.

1.  **Prezans zafè!** Semèn pase a 3yèm ane te gen pousantaj prezans ki pi wo a nan 96%, tou 2<sup>nd</sup> ak 5yèm ane te rankontre objektif nou tou de gen 95% pousantaj prezans.
2.  **Kòm rapèl, desann tan pou elèv yo se 8:20 am**, pa gen okenn **sipèvizyon granmoaj** anvan tan sa a. Si ou bezwen gen yon tan depo pi bonè, enskri pitit ou a nan pwogram swen anvan lekòl.
3.  **Denmen Lendi 27 novanm** se oswa \$ 1 aksidantèl pou yon koz desann Jou. Pou \$1 elèv ka abiye.
4.  **Epitou**, demen Lendi 27 novanm se dènye jou ou pou konplete lejand jou Aksyon defi Aksyon defi! Manm ou dwe te jwe omwen 60 minit yo dwe antre nan desen an! Gade detay yo sou Portal KONSANTRE ou.
- 5.
6.  **Madi 28 novanm** se sidwès Fanmi Grill Nou an, pa bliye mansyone Elemantè Citrus sou magazen ou, sou entènèt oswa lòd livrezon.
7.  **Pou rete konekte**, tanpri konsidere rantre nan Paj Facebook nou yo, Citrus Stingers oswa Citrus Elementary School paj pou anons chak jou, evènman k ap vini yo, ak enfòmasyon jeneral.

**Sa a tout pou kounye a, mwen espere ke ou gen yon gwo aswè!**

**#AGREATPLACETOBEE**

**Citrus Elementary School**

***“A School of Community Citizenship”***

***African American Achievement Plan (Quarter #2 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)

**Vacancy #8358- (ESE)**