



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 2

School: Citrus Elementary School, "A School of Community Citizenship"

In September 2022, the School District of Indian River County initiated the implementation of the 2022-2023 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 2022-2023 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 2022-2023 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 6, 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 3 will be the School Improvement Action Steps to ensure that our A.A. students are progressing towards proficiency in all academic areas.

Extended learning opportunities(afterschool) will begin on 2/2023 to offer additional support to students that are close to proficiency.

A2/Lexia(morning) will begin 1/2023 to offer additional support to students that are significantly below grade level. Moonshot(afterschool) will continue 1/2023 to offer additional support to students that are close to or above proficiency.



African American Achievement Plan 2022-2023

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Quarter of the School Year: 2

Date of Summary: January 6, 2023

School: Citrus Elementary School, "A School of Community Citizenship"

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 teachings are implemented in alignment with established curriculum maps for grades K-12.												
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, 2022)						11/02 & 12/20						
Summary of Observation(s):						Students were working in Amplify curriculum.						
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, 2022)						10/17,10/24, 11/07,11/14, 11/28,12/05,12/12, 12/19						
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 (%)	
2	2	100%	0	0	0%	4	4	100%	4	4	100%	
*Data should be retrieved from the Power BI 2022 – 2023 Scheduling App – 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, 2022)						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 African American students have equitable access to advanced and accelerated courses in middle school and high school.												
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						



African American Achievement Plan 2022-2023

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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.

Discipline

Date(s) of Problem-Solving Session(s) for <u>Discipline</u> :	10/17,10/24, 11/07,11/14, 11/28,12/05,12/12, 12/19
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Discipline historically is low in K,1,2 except for isolated needs such as this year's K students. This can be attributed to increased repetition and reinforcement of expectations and positive behavior incentives in these grade levels. Need to ensure expectations are repeated and reinforced in intermediate grades to increase positive behavioral momentum. Parent presentation embedded within the Title I night specifically for Kindergarten students. School Counselor has completed sessions within K classes to reinforce the school behavior expectations.

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	10/17,10/24, 11/07,11/14, 11/28,12/05,12/12, 12/19
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 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.</p>



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

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, 2022)	Faculty Meeting: October 14, 2022 School Wide P/D Day: October 31, 2022 PTA Meeting: November 7, 2022 SAC Meeting: November 28, 2022	
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):	<p>Document in weekly collaborative planning the monitoring/formative high yield strategy as it is being utilized.</p> <p>Daily-expect teachers to teach to the rigor of the standard using the district approved instruction, as evidenced in plans and then seen in walkthroughs.</p> <p>Written specific feedback needs to be given to students on a regular basis (ex. monitoring with colored pen, students going to teacher's desk for check, peer to peer check with structure). This will be an expectation for teachers and evidenced through walkthroughs.</p> <p>Students should have criteria for success (ex. rubric, exemplar) to be utilized and checked on a regular basis. These should be discussed at weekly collaborative planning with admin and coaches.</p> <p>Accountable talk structure in place, and intentionally planned on a daily basis. This can be checked in plans and evidenced in classroom visits.</p>	



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Strategy AAAP 3.1 (ALL SCHOOLS QUARTERS 2-4 ONLY): 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:		12/2022	
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 (%)	
17	136	10	
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.	
(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:	N/A
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
(OPTIONAL) Additional information:	No teacher positions were open for the 2 nd quarter

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 Unit 3

Unit 2: Empires of the Middle Ages

Unit Description: This unit gives students tools and strategies for approaching poetry, training them in the methods and devices poets use and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned. The poems in this unit represent a wide variety of time periods, from Kshemendra's 12th-century treatise on the responsibilities of poets to the work of living writers such as Harryette Mullen. The poets come from many backgrounds and nations; the poets included are European, Asian, African American, Native American, and Hispanic. A key aspect of the Poetry unit is encouraging and equipping students to write original poems. This allows for creative and imaginative expression, but it also affords students the opportunity to implement the poetic devices they have learned in the reading components of each lesson. The writing portion of the unit allows students to apply their new poetry knowledge, further solidifying their understanding of the craft of poetry. Throughout this unit, students will practice using the poetic devices exemplified by each poem. They will compose rhymes, similes, and metaphors; use repetition, anaphora, and alliteration; and plan, draft, and revise several original poems inspired by the poems studied in this unit.

Read Works Article(s)

"Harlem Renaissance: Visual Art"

"Shoot It Harder, Shoot It Softer"

"How Dorothea Lange and John Steinbeck Captured California in the 1930s"

"Astronomy"

Collections:

History of African Americans: U3 L4, p. 57 - ReadWorks Article "Harlem Renaissance: Visual Art"

Study of Hispanic Contributions: U3 L10, p. 132-135, 141

Study of Women's Contributions: U3 L2, p. 27-33, 36 U3 L3, p. 45-53 U3 L7, p. 99 - Read Works Article "How Dorothea Lange and John Steinbeck Captured

California in the 1930s" U3 L8, p. 111-114 U3 L9, p. 129

Character Development: U3 L8, p. 111-117

Name: _____
Date: _____

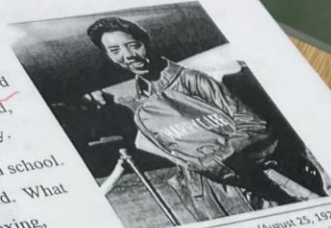
Sports Star Althea Gibson

The great sports star Althea Gibson was born in Silver, South Carolina, in 1927. Her parents worked on a farm until years of bad weather forced them to leave. When Gibson was three years old, the family moved to Harlem in New York City.

Gibson like sports more than she liked school. "I just wanted to play, play, play," she said. What she enjoyed was basketball, baseball, boxing, bowling, and stickball. She was so good at sports that a neighbor took her to a tennis club. Gibson took tennis lessons there and began winning important contests.

In 1950, Gibson made tennis history. Gibson became the first African American to be invited to play in the United States Open. The U.S. Open is one of the biggest tennis contests in the United States.

Later, Gibson's greatness as a tennis player continued to make history. In 1956, she became the first African American to win the French Open. A year later, she was the first African American to win Wimbledon, a tennis contest in England, as well as the U.S. Open.



Althea Heale Gibson (August 25, 1927 - September 28, 2003) was an American tennis player and professional golfer.

Name: 2nd 6-11
Date: 11-10-2012

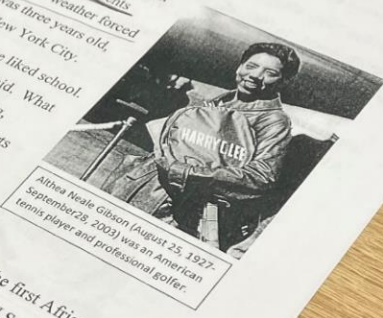
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Name 11/10
CANDY FUN
Color each section

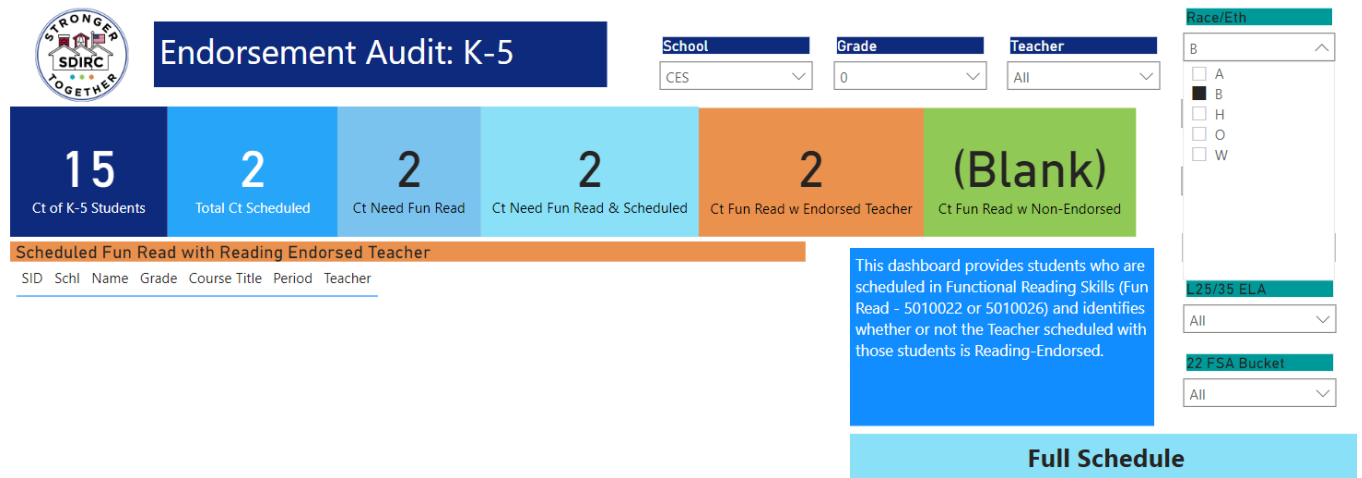
Citrus Elementary School

“A School of Community Citizenship”

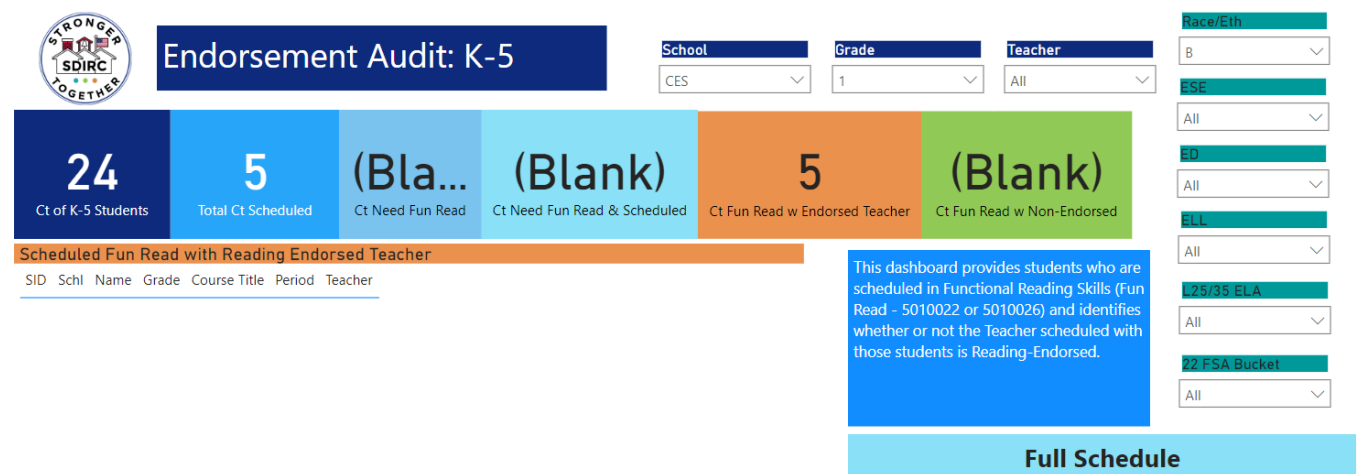
African American Achievement Plan (Quarter #2 Evidence)

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.

KINDERGARTEN



1ST GRADE



2ND GRADE



Endorsement Audit: K-5

School
CES

Grade
2

Teacher
All

Race/Eth
B

ESE
All

ED
All

ELL
All

L25/35 ELA
All

22 FSA Bucket
All



Scheduled Fun Read with Reading Endorsed Teacher

SID Schl Name Grade Course Title Period Teacher

This dashboard provides students who are scheduled in Functional Reading Skills (Fun Read - 5010022 or 5010026) and identifies whether or not the Teacher scheduled with those students is Reading-Endorsed.

Full Schedule

3RD GRADE



Endorsement Audit: K-5

School
CES

Grade
3

Teacher
All

Race/Eth
B

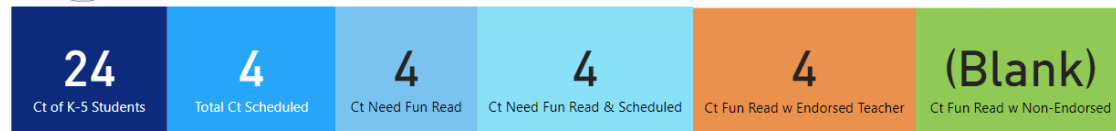
ESE
All

ED
All

ELL
All

L25/35 ELA
All

22 FSA Bucket
All



Scheduled Fun Read with Reading Endorsed Teacher

SID Schl Name Grade Course Title Period Teacher

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This dashboard provides students who are scheduled in Functional Reading Skills (Fun Read - 5010022 or 5010026) and identifies whether or not the Teacher scheduled with those students is Reading-Endorsed.

Full Schedule

Citrus Elementary School

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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.

MTSS steps are new. Please see the directions below and see an instructional coach for assistance or Mrs. Rahal if needed.

Tier 2 Intervention Documentation and data/graphs should already be filled out before MTSS (Tier 3) meeting.

Dec 12, 2022	Student	ID	Grade	Teacher
9:30			3	McDonough
9:50			3	McDonough
10:10			3	McDonough
10:30			3	McDonough
10:50				
11:10			1	Bailey
11:30			3	McDonough
11:50				

Dec 12, 2022	ID	Grade	Teacher	Reason / Notes
		3	McDonough	
		3	McDonough	
		3	McDonough	
		3	McDonough	
		1	Bailey	
		3	McDonough	LY

BEFORE you come to MTSS meeting please do the following in FOCUS.

1. Click the SSS button on the top tool bar for the identified student



2. Make sure you are under the MTSS tap and click View Tier 3 Interventions (MOST RECENT)

MTSS Threat Assessment ESE Section 504 Medical ELL/ESOL Behavior Intervention

Create New Event:

Scheduled Date	Event	Action
8/16/2021	Circle Of Care Steps * Circle Of Care Circle Of Care Supplemental Forms Meeting Minutes	Initiate Event

Active Events(2) Locked Events(0) Inactive Events(0)

Export Filter: ON

Due Date	Scheduled Date	Event	Contents
	Feb 22 2021	Tier 3 Intervention	View [Steps]
	Jan 10 2019	Tier 2 Documentation of Intervention Response	View [Steps]

3. Click parent Notification, complete, and send home parent form.

Tier 3 Intervention Checklist

Parent Notification Of Screening

IR: Vision/Hearing Screening

Referral Supplements

Meeting Minutes

Uploads (0)

Indian River Multi-Tiered System of Supports Parent Notification of Screening

Date Printed:

Meeting Date:

On the meeting date listed above, we discussed concerns about your child's learning or behavior to correct the problem, but have not been totally successful. At this point the school would like to information. School staff may interview your child and me and/or observe us in the classroom or also complete screening level assessments of vision, hearing, speech, language, academic performance, and/or other areas. The information gathered will help us design ways to better meet your child's needs.

We want you to know about what we are doing to help your child at school. We also want you to know about the things we do are helping. We will collect and graph information to measure academic or behavioral progress. This graph will be shared with you at every conference. You may also contact me at any time to discuss your child's progress. Your child needs you to be part of the process of helping him/her perform better in school. We appreciate your concerns you have.

This process is primarily about helping your child be more successful. If you or I suspect that your child has a behavioral disability, we can use the information we have gathered to help us decide if he/she needs special services. At any point during this process you may ask us to evaluate your child's need for special services.

At any time you have questions, please do not hesitate to contact me at:

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.

Data Rating	Data Findings & Area <small>(Be specific in defining each data element below.)</small>	Rationale for Selection of Data <small>(Why was this data finding selected as being most impactful?)</small>	High Yield Strategy <small>Which High Yield Strategies will contribute the most to school improvement?</small>	
Academics - Significant Data Findings	Overall females are outperforming male counterparts, specifically African American males.	By focusing on African American males, we will increase an ESSA subgroup and overall achievement (proficiency)	Monitoring and Feedback	
	Fifth grade consistently scoring below the overall achievement average of the school. The PBI School Grade Dashboard reflects an overall school Grade of 50%(C); however, when disseminated further with only the overall school grade would be: 3 rd grade would be 69%(A) 4 th grade would be 55%(B) 5 th grade only 45%(C) The goal for the 2022-2023 school year is to increase our current 50% (C) School Grade to 58% (B)	Focusing on fifth grade achievement in ELA, Math and Science to improve proficiency by 5% based on district assessments and PBI data		
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		African American students 39% overall proficiency ESE students 32% overall Proficiency		
Goal: Improve overall achievement levels for African American students and ESE students to 41% proficiency Maintain or improve achievement by 5% of all students 2021-2022 the end of year showed that monitoring was evident in 63% of our classrooms. Our 1st quarter monitoring goal (33% evident and 43% partial) met the goal. The overall goal will be increase to 75% evident in classrooms as reflected in walkthrough data, classroom instruction, RTI (Response to Intervention, CP Collaborative Planning and GL (Grade Level) data				
Implementation Plan for Academics				
Implementation Date(s) Oct. 17 – Dec. 16, 2022	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

Start: 10/17/22 End: 12/16/22	Written specific feedback needs to be given to students on a regular basis.	Tosha Jones Principal Kim Rahal Assistant Principal Coaches: Amber DelTufo Jen Keeler Dionne Farmer Rene Koppelman	Monitoring with colored pen, students going to teacher's desk for check, peer to peer check with structure). This will be an expectation for teachers and evidenced through walkthroughs.	Tosha Jones Principal Kim Rahal Assistant Principal Walk Through Tool Collection Sheets. Impact Walks C & I Walks
Start: 10/17/22 End: 12/16/22	Document in weekly collaborative planning the monitoring and formative high yield strategies as they are being implemented.	Tosha Jones Principal Kim Rahal Assistant Principal Coaches: Amber DelTufo Jen Keeler Dionne Farmer Rene Koppelman	Collaborate planning logs and notes. Lesson Plans that include what/how Monitoring strategies will be used.	Tosha Jones Principal Kim Rahal Assistant Principal Literacy Coaches: Amber DelTufo Jen Keeler Dionna Farmer Rene Koppelman Lesson & Collaborative Planning Logs
Start: 10/17/22 End: 12/16/22	Students should have criteria for success.	Tosha Jones Principal Kim Rahal Assistant Principal Coaches: Amber DelTufo Jen Keeler Dionne Farmer Rene Koppelman	Rubric, exemplar to be utilized and checked on a regular basis. These should be discussed at weekly collaborative planning with admin and coaches.	Tosha Jones Principal Kim Rahal Assistant Principal Walk Through Tool Collection Sheets. Impact Walks C & I Walks
Start: 10/17/22 End: 12/16/22	"How To and Next Steps in Monitoring".	Tosha Jones Principal Kim Rahal Assistant Principal Coaches: Amber DelTufo Jen Keeler Dionne Farmer Rene Koppelman	Data chat with intentional collaborative planning.	Tosha Jones Principal Kim Rahal Assistant Principal Literacy Coaches: Amber DelTufo Jen Keeler Dionna Farmer Rene Koppelman Professional Development session on October 31 to discuss each grade level's next steps.

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





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.

Each Sunday evening a “School messenger” call is sent to all families and staff. The transcript of the call is translated to Spanish and Creole is then posted to:











1. Facebook
2. Twitter
3. Focus

**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! Last week 2nd grade had the highest attendance rate of 97% and our overall school attendance average was 93%. Remember, if your Stinger is absent, please call the attendance line at 772-978-8436 or send in a note.
2.  There is not school tomorrow October 31st for students, we will see you on Tuesday morning at 8:20.
3.  This Tuesday is picture make-up or retake for all students that did not have their picture taken.
4.  Also, this Tuesday is our Domino's Pizza Family Night; please mention Citrus Elementary School when you place your order for pick up or delivery.
5.  This Saturday November 5th is our Environmental Learning Fun Day at the Environmental Learning Center 10am-2pm. This event is FREE for all!
6.  We are participating in a Thanksgiving/Paper Product supply drive to support the Senior Citizens residing at Sunset Senior Apartments. We are asking non-perishable food items and paper products such as paper towels, napkins, paper plates. Donations can be brought to the main office 8am-4:30pm.
7.  The order and payment deadline for parents, to receive the "Art to Remember" products by Christmas, is 11/7/2022. All orders are to be made online using the personal code provided for each student.
8.  As a reminder student drop off time is 8:20 am, there is no adult supervision before this time.
9.  Be sure you are checking and returning the Thursday folder each week for important information.
10.  Please join 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

Buenas noches, Citrus Familias, esta es su directora, Sra. Jones, con los anuncios y eventos para esta semana:

1.  ¡Recuerde que continuaremos monitoreando la asistencia cada semana! La semana pasada, 2º grado tuvo la tasa de asistencia más alta de 97% y nuestro promedio general de asistencia escolar fue de 93%. Recuerde, si su Stinger está ausente, llame a la línea de asistencia al 772-978-8436 o envíe una nota.
2.  Taquí no es la escuela mañana 31 de octubre para los estudiantes, nos vemos el martes por la mañana a las 8:20.
3.  Este jueves es maquillaje de fotos o repetición para todos los estudiantes que no se tomaron la foto.
4.  Por último, este jueves es nuestra Noche Familiar de Domino's Pizza; mencione la Escuela Primaria Citrus cuando realice su pedido para recoger o entregar.
5.  Este sábado 5 de noviembre es nuestro Día de Diversión de Aprendizaje Ambiental en el Centro de Aprendizaje Ambiental de 10 a.m. a 2 p.m. ¡Este evento es GRATIS para todos!
6.  Estamos participando en una campaña de suministro de productos de papel / Acción de Gracias para apoyar a las personas mayores que residen en Sunset Senior Apartments. Estamos pidiendo alimentos no perecederos y productos de papel como toallas de papel, servilletas, platos de papel. Las donaciones se pueden llevar a la oficina principal de 8 a.m. a 4:30 p.m.
7.  La fecha límite de pedido y pago para que los padres, para recibir los productos "Art to Remember" antes de Navidad, es el 11/7/2022. Todos los pedidos deben hacerse en línea utilizando el código personal proporcionado para cada estudiante.
8.  A la hora de dejar a los estudiantes es a las 8:20 am, no hay supervisión de un adulto antes de esta hora.
9.  Seguro que está revisando y devolviendo la carpeta del jueves cada semana para obtener información importante.
10.  P Arrendamiento únase a nuestras páginas de Facebook, Citrus Stingers o Citrus Elementary School para anuncios diarios, próximos eventos e información general.

Eso es todo por ahora,
¡Espero que tengas una gran noche!
#AGREATPLACETOBEE

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

1.  Tanpri sonje nou pral kontinye kontwole prezans chak semèn! Semèn pase a ^{2yèm ane te} gen pousantaj prezans ki pi wo nan 93% ak mwayèn prezans an jeneral nou an te 92%. Sonje byen, si Stinger ou a absan, tanpri rele liy prezans lan nan 772-978-8436 oswa voye nan yon nòt.
2.  Tisit la pa gen okenn lekòl Vandredi 11 novanm nan obsèvan jou Veteran yo.
3.  Madi a se foto fè-up oswa reprann pou tout elèv ki pa te gen foto yo pran.
4.  Yonlso, Madi sa a se pitza Fanmi Pitza Domino nou an; tanpri mansyone Lekòl Elemantè Citrus lè ou mete lòd ou pou ranmase oswa livrezon.
5.  T Samdi 5 novanm se Jou Aprantisaj Anviwònman nou an nan Sant Aprantisaj Anviwònman an 10am-2pm. Evènman sa a GRATIS pou tout moun!
6.  We ap patisipe nan yon Kondwi Pwodwi Mèsi / Papyè Pwodwi pou sipòte sitwayen yo Granmotan ki abite nan Apatman Sunset Senior. Nou ap mande atik manje ki pa peye-periable ak pwodwi papyè tankou sèvyèt papyè, napkin, plak papyè. Don yo ka pote nan biwo prensipal la 8am-4:30pm.
7.  Tli kòmande ak dat limit peman pou paran yo, pou resevwa "Atizay sonje" pwodwi pa Nwèl, se 11/7/2022. Tout lòd yo dwe fèt sou entènèt lè l sèvi avèk kòd pèsònèl yo bay pou chak elèv.
8.  Yonrapèl elèv desann tan se 8:20 am, pa gen okenn sipèvizyon granmoaj anvan tan sa a.
9.  Be asire w w ap tcheke epi retounen katab Jedi a chak semèn pou enfòmasyon enpòtan.
10.  Please rantre nan paj Facebook nou yo, Citrus Stingers oswa Lekòl Elemantè Citrus pou anons chak jou, evènman k ap vini yo, ak enfòmasyon jeneral.

Sa se tout pou kounye a,
Mwen espere ke ou gen yon gwo aswè!
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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.

No teachers hired during this timeframe.