



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 3

School: Citrus Elementary School

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 March 29, 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?)

- a. January 19th, we concluded our schoolwide data chats with each grade level. Teachers were tasked to dig into their data and identify levels for each student, points that were lost or gained from PM1 to PM2 and plans for goals setting for PM3. Teachers also had to identify 2.0 and 2.5 students. The teachers will receive OR have already received a Data Chat follow up to ensure there are no misconceptions regarding the data or information gathered from PowerBI.
- b. We used the available data from PM1-PM2 (proficiency increase or decrease) iReady Diagnostic (Mid-year data)-All day RTI Review with each grade level/teacher to make informed decisions and drive instructional changes.
- c. During this quarter we also used assessment data and teacher input on placement of students in their current and prospective RTI groups.
- d. Next steps include progress monitoring of classroom instruction, before and after school extended learning opportunities.



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Quarter of the School Year: 3

Date of Summary: March 29, 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 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 | 4 |
| Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022) | February 1-February 28, 2023 |
| Summary of Observation(s): | During the month of February Students learned a "This Day in Black History Fact". CES also had a week in February dedicated to the celebration and education of influential African Americans in Black History. |

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) | 2/23/2023 3/02/2023 |
|---|------------------------|

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 | 3 | 66 | 0 | 1 | 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) | |
| Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students: | |

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.



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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> : | 1/09,1/23,2/06,2/13,2/27,3/13 |
| 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> : | 1/09,1/23,2/06,2/13,2/27,3/13 |
| 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 <u>specific area</u> (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> |



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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, 2022) | <div>1/13/2023</div> <div>1/23/2023</div> <div>3/3/2023</div> |
| Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students? | <div> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No* </div> <div>* If no, what modifications will be made to address the achievement gap?</div> |
| Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews): | <p>Teachers will begin individual data chats with their students for the upcoming iReady Diagnostic and then FAST assessment.</p> <p>Visual Goals will be posted whether at their desk or as an anchor chart to give student academic motivation</p> <p>Attendance Campaign focusing on increasing student attendance. 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. Collaborate planning logs and notes. Lesson Plans that include what/how Monitoring strategies will be used.</p> <p>Classroom walkthroughs Lesson Plans Increase in student assessment data Increase in daily academic performance</p> <p>Use of Science Text in additional spaces including RTI and ELA. Science standards reviewed during the Media Specials time. Science Teacher assistant supporting w/ hands on activities and experiments during class time. Small group instruction.</p> |



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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: | | 3/08/2023 | |
| 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 (%) | |
| 21 | 140 | 15% | |
| Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities: | | *Sunday messenger calls to include available activities *Promote available activities with paper flyers (sent home in "Thursday Folders"), Focus Portal Messages, social media. *Personal phone calls/texts. | |
| (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 (%) |
| 33% | 66% |
| (OPTIONAL) Additional information: | Interview conducted- no applicant was hired. |

Citrus Elementary School

"A School of Community Citizenship"

African American Achievement Plan (Quarter #3 Evidence)

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

CITRUS ELEMENTARY SCHOOL

Black History Month

Celebration Week 2023

Tuesday, Feb. 21

KINDERGARTEN KICKOFF READING PROJECT

(PARTNERSHIP WITH HEADSTART)

BLACK HISTORY-PROMINENT FIGURE SPOTLIGHT

(DURING ALL GRADE LEVEL LUNCHESES)

Wednesday, Feb. 22

BLACK HISTORY MONTH TRIVIA @ LUNCH

(PRIZES AWARDED)

Thursday, Feb. 23

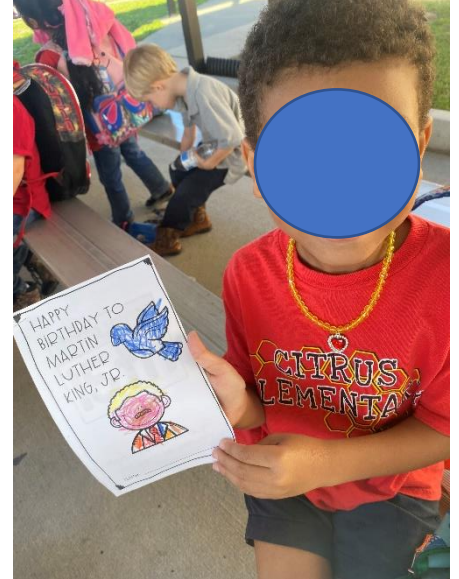
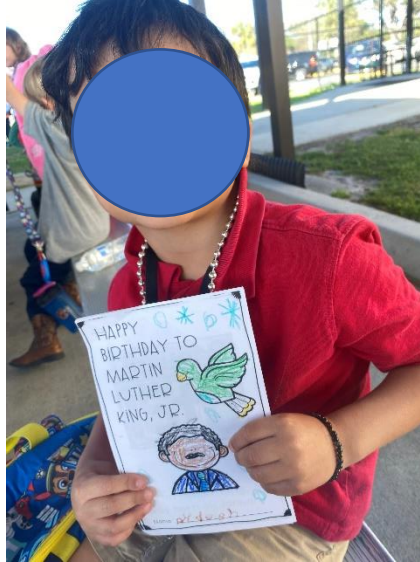
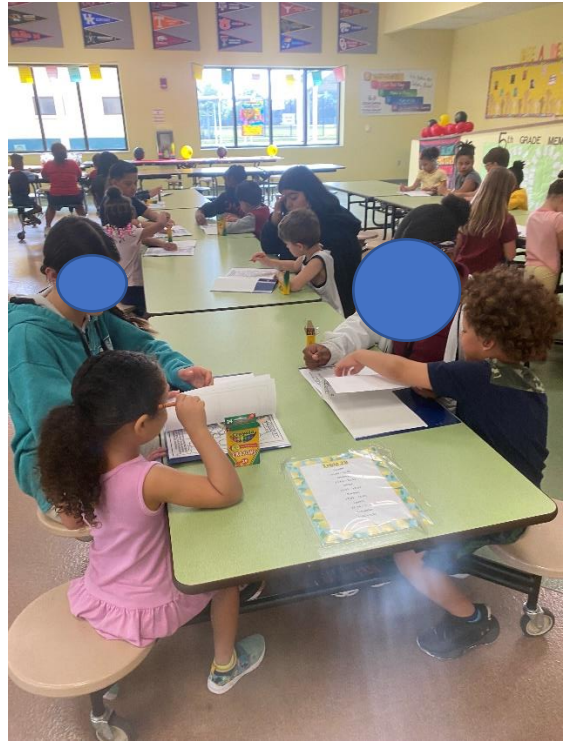
JAZZ IN THE CAFÉ

(LISTEN TO JAZZ MUSIC DURING ALL GRADE LEVEL LUNCHESES)

Friday, Feb. 24

**African Attire/Colors/Black History
or Historically Black College University T-Shirt Day**





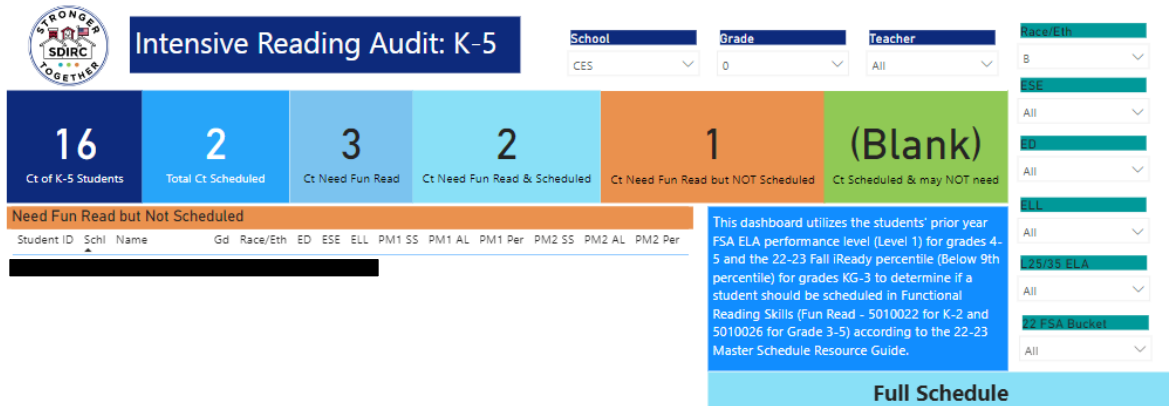
Citrus Elementary School

"A School of Community Citizenship"

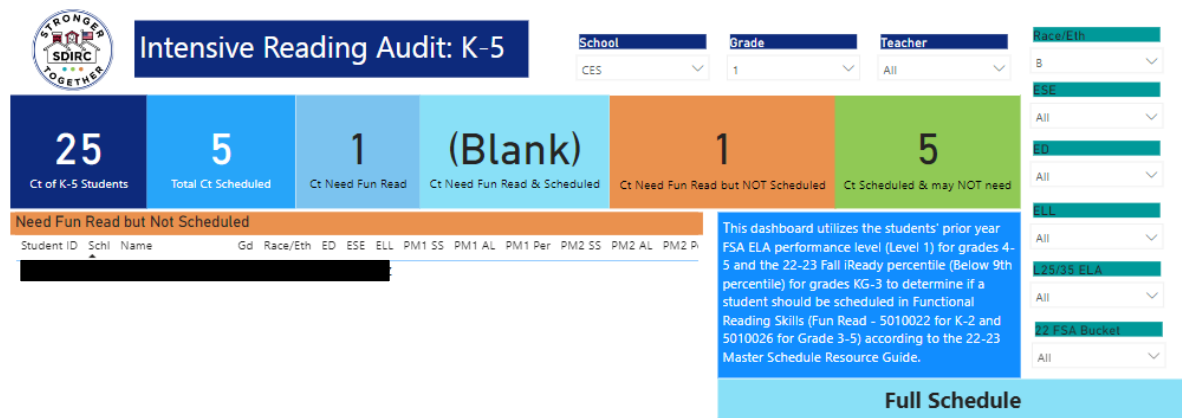
African American Achievement Plan (Quarter #3 Evidence)

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

KINDERGARTEN



1ST GRADE



2ND GRADE



Intensive Reading 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

19

Ct of K-5 Students

4

Total Ct Scheduled

4

Ct Need Fun Read

4

Ct Need Fun Read & Scheduled

(Blank)

Ct Need Fun Read but NOT Scheduled

(Blank)

Ct Scheduled & may NOT need

Need Fun Read but Not Scheduled

Student ID Schl Name Gd Race/Eth ED ESE ELL PM1 SS PM1 AL PM1 Per PM2 SS PM2 AL PM2 Per 22 FSA IR

This dashboard utilizes the students' prior year FSA ELA performance level (Level 1) for grades 4-5 and the 22-23 Fall iReady percentile (Below 9th percentile) for grades KG-3 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

3RD GRADE



Intensive Reading 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

24

Ct of K-5 Students

4

Total Ct Scheduled

4

Ct Need Fun Read

4

Ct Need Fun Read & Scheduled

(Blank)

Ct Need Fun Read but NOT Scheduled

(Blank)

Ct Scheduled & may NOT need

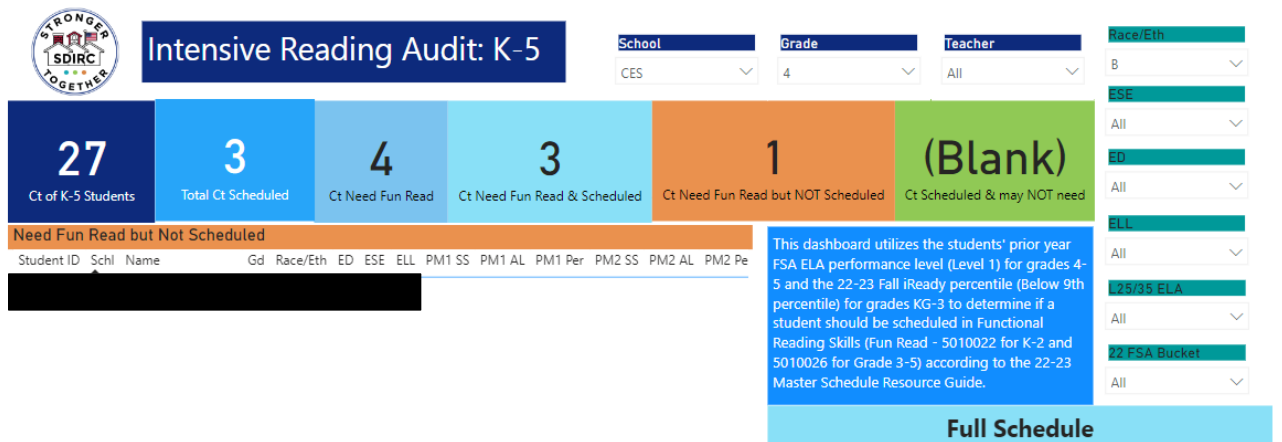
Need Fun Read but Not Scheduled

Student ID Schl Name Gd Race/Eth ED ESE ELL PM1 SS PM1 AL PM1 Per PM2 SS PM2 AL PM2 Per 22 FSA IR

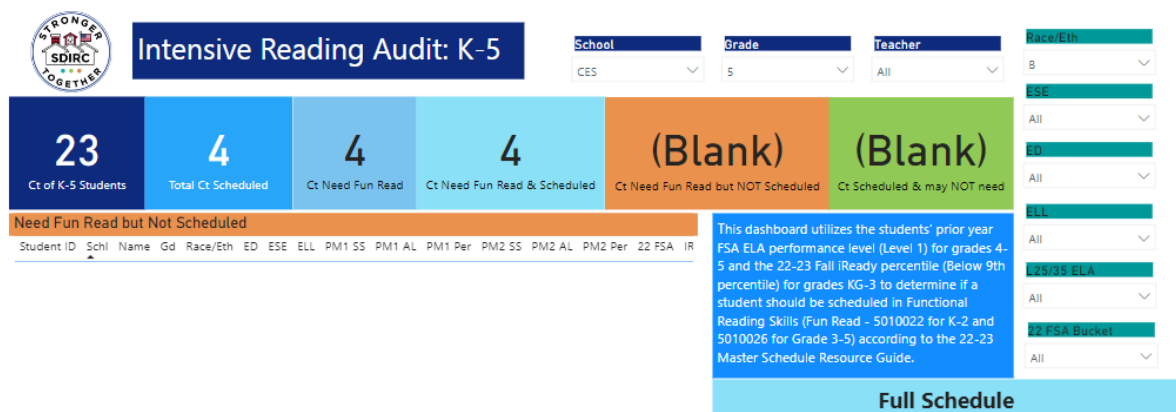
This dashboard utilizes the students' prior year FSA ELA performance level (Level 1) for grades 4-5 and the 22-23 Fall iReady percentile (Below 9th percentile) for grades KG-3 to determine if a student should be scheduled in Functional Reading Skills (Fun Read - 5010022 for K-2 and 5010026 for Grade 3-5) according to the 22-23 Master Schedule Resource Guide.

Full Schedule

4th GRADE



5th GRADE



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African American Achievement Plan (Quarter #3 Evidence)

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



Climate & Culture Impact Review Tool

Date: 3/13/23 School: Citrus Elementary Enrollment #: 670
School Representative: Rachel Swallow District Personnel: G. Bernal

Time period reviewed: 1/9/23 – 3/10/23

Meeting purpose: To identify school-based climate & culture needs via data analysis.

During Impact Review, utilize Power BI to complete required discussion questions below.

Discipline:

| Minor Infractions #'s | | | ODRs #'s | | | Transportation #'s | | |
|---|------|----------------------|--|-----|--------------------|---|-----|---|
| School Minor Infraction Total # | | | School ODR Total # | | | Transportation ODR Total # | | |
| | | 52 | | | 14 | | | 6 |
| Ethnic Group by Count Receiving Minor Infractions | | | Ethnic Group by Count Receiving ODRs | | | Ethnic Group by Count Receiving ODRs | | |
| W-32 | B-13 | O-2 | W-4 | B-2 | O-5 | W-0 | B-6 | O-0 |
| I-0 | H-5 | A-0 | I-0 | H-3 | A-0 | I-0 | H-0 | A-0 |
| # Of Minor Infractions For SWD | | | # Of ODRs for SWD | | | # Of ODRs for SWD | | |
| | | 16 | | | 4 | | | 1 |
| # Of Minor Infractions for ELLs | | | # Of ODRs For ELLs | | | # Of ODRs For ELLs | | |
| | | 4 (4LY) | | | 3 (1LF, 2LY) | | | 1 - LY |
| Count of Ss w/ 2+ M.I. | | | Most Frequently Used Discipline Code from ODRs | | | Most Frequently Used Discipline Code from Bus | | |
| | | 12 | | | Phys. Con | | | Unsafe bx |
| Grade Level with the Highest M.I. Count | | | Grade Level with the Highest ODR Count | | | Grade Level with the Highest ODR Count | | |
| | | 4 th – 24 | | | 4 th -7 | | | 3 rd -2 / 5 th -2 |
| Most Frequent Day of the Week for M.I. | | | Most Frequent Day of the Week for ODRs | | | Most Frequent Day of the Week for ODRs | | |
| | | W/F-18ea | | | Fri-5 | | | M/Th/F 2 |
| Most Frequent Location for M.I. | | | Most Frequent Location for ODRs | | | Count of Ss Generating ODRs | | |
| | | Classroom | | | Playground | | | 6 |
| Count of Ss Generating M.I. | | | Count of Ss Generating ODRs | | | # Of ODRs For HEPs | | |
| | | 40 | | | 13 | | | 0 |

HEP w/ minors = 4

HEP w/ ODR = 0

Attendance:

| Severe (90-95%) | | | Chronic (<90%) | | |
|--|------|---------------|--|------|---------------|
| Total # of Ss labeled as Severe | | | Total # of Ss labeled as Chronic | | |
| | | 122 – 18% | | | 142 – 21% |
| Ethnic Group by Count in Severe | | | Ethnic Group by Count in Chronic | | |
| W-63 | B-22 | O-6 | W-74 | B-24 | O-12 |
| I-0 | H-31 | A-0 | I-1 | H-28 | A-3 |
| # Of SWDs in category | | | # Of SWDs in category | | |
| | | 22 | | | 27 |
| # Of ELLs in category | | | # Of ELLs in category | | |
| | | 25 | | | 11 |
| # Of HEPs in category | | | # Of HEPs in category | | |
| | | 5 | | | 7 |
| Day of Week Most Frequently Missed | | | Day of Week Most Frequently Missed | | |
| | | M/F 92.5% ADA | | | M/F 92.5% ADA |
| Grade Level with the Highest Severe Count | | | Grade Level with the Highest Chronic Count | | |
| | | K & 5 = 26ea. | | | K = 33 |
| Total count of Ss that have received Letter 1 | | | | | |
| 245 – Attendance 1, 120 – Nudge letters, 36 = 5 day letters | | | | | |
| Total count of Ss that have received Letter 2 | | | | | |
| 109 = Attendance 2 letter, 5 = Habitually Truant – Att. 3 letter, 1 District Att. Letter | | | | | |

Summary of data findings to support SIP goal(s):

- Summary of data comparison between Q2 and Q3 data: Overall has remained the same or improved including each subcategory. M & F remain the greatest days of concern for attendance. K & 5th remain the grade levels with the highest rates of absenteeism. For behavior we have had a sharp increase in ODR and minors, especially in 4th grade. Also, we had a series of bus referrals, same bus, same driver over the course of a short period of time this quarter. There has been racial disparity for the ODR's written from the bus (all 6 were black students). The playground has surpassed the classroom for the location of the highest # of ODR. Physical contact is still of greatest concern and recidivism for minors has become a concern.
- Areas of celebration with discipline and/or attendance data since the last impact review: Attendance has shown improvement or remained the same in most areas. Kindergarten discipline has remained low since the first quarter, demonstrating the classroom use of the skills learned through Sanford Harmony lessons and the implementation of the teachers to continue making positive progress.
- What, if any, school wide interventions need to be modified to improve outcomes? PBIS implementation and Life Skills lessons need to be increased in 4th grade in particular. Continue to monitor use of these interventions in 3rd and 5th grades.
- Using the data from all the impact review sessions, what trends or patterns are present? As the year progresses, we see the greatest need for consistent PBIS usage and Life Skill interventions in the 3rd, 4th, and 5th grade classrooms. These interventions have proven to improve discipline outcomes when teachers become involved in the process. Regular attendance incentives and letters/calls home show positive trends for increasing attendance for all student demographic areas.

5. What practices, or changes will you make to your school counseling program for 2023-2024 based on the 2022-2023 data? Begin the school year with scheduled life skills lessons and teacher trainings in 3rd, 4th, and 5th grades. Implement PBIS incentives for 3rd, 4th, and 5th grade levels. Conduct walk- throughs to ensure proper usage of PBIS and classroom management strategies in all grade levels with a concentration in 3rd, 4th, and 5th grades. Continue with school wide attendance incentives, small group lunch bunch interventions, and continue with calls and attendance letters as soon as possible to be proactive with attendance issues.

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.

| March 13 2023 | Student | ID | Grade | Teacher |
|---------------|---------|----|-------|----------|
| 9:30 | | | 2 | Toupin |
| 9:50 | | | K | Caudill |
| 10:10 | | | K | Caudill |
| 10:30 | | | 4 | Bruckner |
| 10:50 | | | 1 | Pylant |
| 11:10 | | | | |
| 11:30 | | | | |
| | | | | |

| March 13 2023 | ID | Grade | Teacher | Reason / Notes |
|---------------|----|-------|----------|---|
| | | 2 | Toupin | Dismissed from speech. Another layer of phonics intervention will be added with Guerra. Teacher will trial accommodations |
| | | K | Caudill | Permission to evaluate was shared with parent. Hoover will schedule with parent |
| | | K | Caudill | Language screener requested. Student still struggling. Very little growth shown. Mom shares same concerns. Did not talk until she was almost 4. |
| | | 4 | Bruckner | Student doing well. Showing growth in all areas. |
| | | 1 | Pylant | Absences a concern. Retained in 1 st grade last year. Home school and online school in previous years. Not showing growth. Teacher will note to come to MTSS in Fall |
| | | | | |
| | | | | |

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 gather more 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 any 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 #3 Evidence)

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

Academics

| Data Rating | Data Findings & Area (Be specific in defining each data element below.) | Rationale for Selection of Data (Why was this data finding selected as being most impactful?) | High Yield Strategy Which High Yield Strategies will contribute the most to school improvement? | |
|---|---|---|--|--|
| Academics - Significant Data Findings | Monitoring and Feedback are consistently marked lower during Impact and classroom walkthroughs. | Current data is reflecting below 50% on impact/walkthrough data. | Monitoring and Feedback | |
| | Fifth grade consistently scoring below the school's overall achievement average. 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 | | |
| Academics - Significant Data Findings | Growth in Grade 3 is the highest, while Grade 5 is the lowest. | 5 th grade has 3 overall assessments; with science being heavily weighted for the overall school grade. | | |
| | 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) | | |
| 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: To increase our identification of specific Monitoring/feedback strategies during classroom walkthroughs and impact walks to our goal of 75%. The current Monitoring/Feedback data reflects below 50%. | | | | |
| | | | | |
| | | | | |

Implementation Plan for Academics

| Implementation Date(s) Jan. 23 – May 26, 2023 | 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: 1/23/23 End: 5/26/23 | Identify students with IEPs (Individualized Education Plans) to ensure that accommodations are identified, and students are practicing those accommodations. | Jones, Tosha-Principal Rahal, Kim-Assistant Principal Hoover, Laurie Resource Specialist Berry, DeCosa, McLaughlin Resource Teachers | Classroom walkthroughs Lesson Plans Increase in student assessment data Increase in daily academic performance | Tosha Jones Kim Rahal Classroom Walkthroughs Lesson Plan Laurie Hoover MTSS Berry, DeCosa, McLaughlin Goal Tracker Sheet |
| Start: 1/23/23 End: 5/26/23 | Collaborate planning logs and notes that explicitly incorporate strategies and plans that include ESSA subgroups (African American and ESE Students. Data Chats identify progress ESSA Subgroups and next steps for interventions or enrichment. | Literacy Coaches: Rene Koppelman Dionna Farmer Math Coaches: Jennifer Keeler Amber DelTufo | 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: 1/23/23 End: 5/26/23 | Written feedback given to students regularly. Document in weekly collaborative planning the monitoring/formative high yield strategy as it is being utilized. Accountable talk structure in place and intentionally planned daily. Daily-expectations teachers to teach to the rigor of the standard using the district approved instruction, as evidenced in plans, and then seen in walkthroughs Students should have a success criterion (ex. Rubric, | Tosha Jones Principal Kim Rahal Assistant Principal Instructional 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 Lesson Plans |

| | | | | |
|--------------------------------|---|---|---|---|
| | exemplar) to be used and checked regularly. These should be discussed at weekly collaborative planning w/ Administration and Instructional Coaches. | | | |
| Start: 1/23/23 End: 5/26/23 | Refocus our attendance campaign for 5th grade due to the high absenteeism that is impacting student performance. All 6 of the 5th grade teachers are in green for attendance; however overall student ADA data is yellow. | Tosha Jones Principal Kim Rahal Assistant Principal Rachel Swallow School Counselor | Attendance Campaign focusing on student attendance. | Tosha Jones Principal Kim Rahal Assistant Principal Rachel Swallow School Counselor Weekly Attendance Data Monthly Attendance Data |
| Start: 1/23/23 End: 5/26/23 | Student Focused Data Chats | Instructional Coaches: Mrs. DelTufo Mrs. Koppelman 5 th Grade Teachers: Mejia Wheeler Durazzo Reed O'Bee Lovett | Teachers will begin individual data chats with their students for the upcoming iReady Diagnostic and then FAST assessment. Visual Goals will be posted whether at their desk or as an anchor chart to give student academic motivation. | Tosha Jones Principal Kim Rahal Assistant Principal Data Chat Logs Posted Goal Visuals |
| Start: 2/22/23 End: 5/26/23 | Extended Learning Opportunities. | Tosha Jones Principal Kim Rahal Assistant Principal | Students will be invited (based on current assessment data) to attend ELO (Extended Learning Opportunities) focusing on ELA, Science and Math. | Tosha Jones Principal Kim Rahal Assistant Principal Attendance, Pre & Post assessment. |
| Start: 2/22/23 End: 5/26/23 | Increase the expected/predicted outcome for the Grade 5 Science assessment. | Tosha Jones Principal Kim Rahal Assistant Principal | Use of Science Text in additional spaces including RTI and ELA. Science standards reviewed during the Media Specials time. Science Teacher assistant supporting w/ hands on activities and experiments during class time. Small group instruction. | Tosha Jones Principal Kim Rahal Assistant Principal Walkthroughs Lesson Plans RTI |


Citrus Elementary School

"A School of Community Citizenship"

African American Achievement Plan (Quarter #3 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.

1. Facebook
2. Twitter
3. Focus (Calendar and Portal Messages)
4. Thursday Folder

Calendar ☆

Mintosha JonesCitrus Elementary School ▼SIS2022-2023 ▼Quarter 4 ▼ERP

Set...Stude...Us...Sche...Grad...Asses...Atten...Disci...For...BillingEligibi...Empl...Florid...SSSReports

January, 2023

* EVENT, Announcement, ...

MonthWeekSetup

Search...
03/29 - Oslo Middle Incoming 6th Grade Night
03/31 - Mainstreet VB Kid Zone/Downtown Vero Beach/6-9pm
04/04 - FL BEST Writing Field Test
04/16 - Ballet Vero Beach Early Learning, Kindergarten, 1st Grade, and ESE students- Join us for a free Family Matinee "The Sleeping Princess"
04/26 - IR Prep SAC










| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--|--|---|--|--|--|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 No School in Observance of Dr. Martin Luther King, Jr. | 17 \$1-CASUAL FOR A CAUSE DRESS DOWN DAY Frozen Rehearsal MOONSHOT STARTS | 18 Safety Patrol Meeting Moonshot | 19 Class Picture Day- Mandatory Unified Dress Moonshot Frozen Rehearsal 1 more | 20 Junior Achievement Lesson #2 | 21 |
| 22 | 23 2 more | 24 D WEEK FOR SPECIALS ELC FIELD TRIP(ARCHER AND KARMAN) | 25 2 more | 26 D WEEK FOR SPECIALS | 27 D WEEK FOR SPECIALS ELC FIELDTRIP(ST. PIERRE) | 28 |
| 29 | 30 No School for Students. Teacher Workday/P.D. Day | 31 | Feb. 1 | Feb. 2 | Feb. 3 | Feb. 4 SDIRC and SAFIR Family Fun Fest! |

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 Facebook, Twitter, and Focus Portal Messages.

January 15, 2023

Good evening, Citrus Families:

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










1.  Please remember we will continue to monitor attendance each week. Our school goal is to maintain at least a 95% attendance rate so families we need your help to renew your commitment to encourage all healthy student to attend school each day, because Attendance Matters! Last week 4th grade had the highest attendance rate of 96% exceeding our goal. Remember, if your Stinger is absent, please call the attendance line at 772-978-8436 or send in a note.
2.  All students and families are invited to join us on January 16th at the Dr. Martin Luther King Jr Parade tomorrow morning. If you would like to participate, please meet at 9:15 at the Oculina Bank on 45TH street across from the MLK Plaza. Students must be accompanied by an adult.
3.  Tuesday January 17th is our Casual for a Cause Dress Down; for just \$1 students may dress down and all money collected will be donated to the Gifford Youth Achievement Center.
4.  Thursday January 19th is class picture day. All students are required wear unified dress clothing.
5.  Also Thursday January 19th is our PTA Family Skate Night at the Skate Factory; the cost is \$6 per student and free for all non-skating family members and staff. Skate night hours are 5:30-7:30.
6.  CES is a unified dress for success school and ALL students are expected to follow our dress code policy every day.
7.  Students drop off time is 8:20 am, there is no adult supervision before this time also breakfast is closed at 8:45 each morning.
8.  I would like to remind families that pick students up in the afternoon that we are a tobacco and cell phone free zone while in the car pickup line. Also please leave your name tag up and visible until your child is in the car this will help speed up the process.
9.  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**

Enero 15, 2023

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. Nuestra meta escolar es mantener al menos una tasa de asistencia del 95% para que las familias necesiten su ayuda para renovar su compromiso de alentar a todos los estudiantes sanos a asistir a la escuela todos los días, ¡porque la asistencia importa! La semana pasada, 4º grado tuvo la tasa de asistencia más alta del 96% superando nuestra meta. Recuerde, si su Stinger está ausente, llame a la línea de asistencia al 772-978-8436 o envíe una nota.
2.  Todos los estudiantes y familias están invitados a unirse a nosotros mañana por la mañana 16 de enero en el Desfile Dr. Martin Luther King Jr. Si desea participar, reúnanse a las 9:15 en el banco itthink en la calle 45TH frente a la Plaza MLK. Los estudiantes deben estar acompañados por un adulto.
3.  El martes 17 de enero es nuestro Casual for a Cause Dress Down; por solo \$ 1 los estudiantes pueden vestirse y todo el dinero recaudado será donado al Centro de Logros Juveniles de Gifford.
4.  El jueves 19 de enero es el día de la foto de clase. Todos los estudiantes deben usar ropa de vestir unificada.
5.  El jueves 19 de enero es nuestra Noche de Patinaje Familiar de la PTA en la Fábrica de Patinaje; el costo es de \$ 6 por estudiante y gratis para todos los miembros de la familia y el personal que no patinan. Las horas nocturnas de patinaje son de 5:30 a 7:30.
6.  CES es una escuela unificada de vestimenta para el éxito y se espera que TODOS los estudiantes sigan nuestra política de código de vestimenta todos los días.
7.  **La hora de entrega** de los estudiantes es a las 8:20 am, no hay supervisión de un adulto antes de esta hora, también el desayuno está cerrado a las 8:45 cada mañana.
8.  **Me** gustaría recordarles a las familias que recogen a los estudiantes por la tarde que somos una zona libre de tabaco y teléfonos celulares mientras estamos en la línea de recogida de automóviles. Además, deje su etiqueta con su nombre y visible hasta que su hijo esté en el automóvil, esto ayudará a acelerar el proceso.
9.  **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:

Sa a se Direktè ou, Msye Jones ak anons ak evènman pou semèn sa a:

1.  Tanpri sonje nou pral kontinye kontwole prezans chak semèn. Objektif lekòl nou se kenbe omwen yon to prezans 95% pou fanmi nou bezwen èd ou pou renouvle angajman w pou ankouraje tout elèv ki an sante pou ale lekòl chak jou, paske Matyè Prezans! Semèn pase a^{4yèm} ane te gen pousantaj prezans ki pi wo nan 96% depase objektif nou. Sonje byen, si Stinger ou a absan, tanpri rele liy prezans lan nan 772-978-8436 oswa voye nan yon nòt.
2.  Yoenvite yon elèv ak fanmi yo pou yo rantre nan nou demen maten 16 janvye nan Dr Martin Luther King Jr. Parade. Si ou ta renmen patisipe, tanpri rankontre nan 9:15 nan bank la ithin sou 45TH lari atravè MLK Plaza. Yon adilt dwe akonpaye pa yon granmotan.
3.  Madi 17 janvye se aksidan nou pou yon kòz abiye; pou jis \$ 1 elèv yo ka abiye ak tout lajan yo kolekte nan Sant akonplisman Jèn yo.
4.  Madi 19 janvye se jou foto klas la. Tout elèv yo oblije mete rad inifye.
5.  Yonlso Jedi 19 janvye se PTA Fanmi nou Skate lannwit nan faktori skate a; pri a se \$ 6 pou chak elèv ak gratis pou tout manm fanmi ki pa pa gen patipri. Èdtan sware yo se 5: 30-7:30.
6.  C ES se yon rad inifye pou lekòl siksè ak tout elèv yo dwe swiv règleman kòd rad nou chak jou.
7.  Tidents depoze tan se 8:20 am, pa gen okenn sipèvizyon granmoaj anvan tan sa a tou manje maten fèmen nan 8:45 chak maten.
8.  Mwen ta renmen raple fanmi yo ke chwazi elèv yo nan apremidi a ke nou se yon zòn tabak ak selilè gratis pandan y ap nan liy lan machin. Epitou tanpri kite tag non ou leve, li vizib jiskaske pitit ou a nan machin nan sa a pral ede pi vit pwosesis la.
9.  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!
#AGREATPLACETOBEE

Superstar Camp 2023

CITRUS ELEMENTARY

Your child has been invited to attend an ELA (Reading) and Math afterschool camp. This program will run from February - April, every Tuesday and Thursday, from 3:30 -4:30. These sessions will provide extra instruction and support in academic areas leading up to FAST testing in May. Please indicate below if you are interested in your child attending and what type of transportation would be used.

Session dates February - 21, 23, 28

March - 2, 7, 9, 14, 16, 28, 30

April - 4, 6, 11, 13, 18, 20, 25, 27

*Note the dates listed, as attendance in the program is required to participate.

Please return portion below by February 3

Student Name _____ Teacher _____

Parent Contact _____ Cell Number _____

____ Yes I would like my child to attend (choose one below)

I will pick up my child in the car loop at 4:30 _____

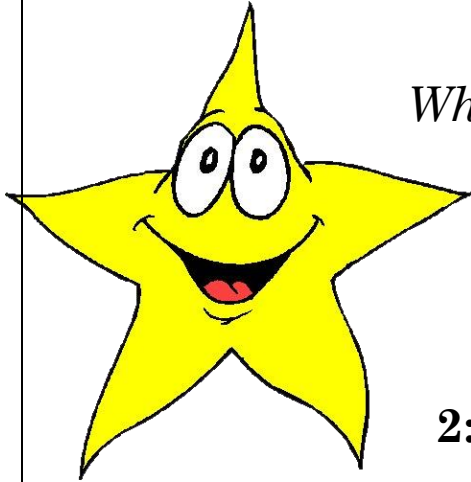
I will need bus transportation _____

*(home address in FOCUS will be used,
routes will arrive between 4:45-5:00)

____ No I am not interested in my child attending at this time

You are cordially invited to the 3rd Nine Weeks Awards Assembly

When: Thursday, April 6th, 2023



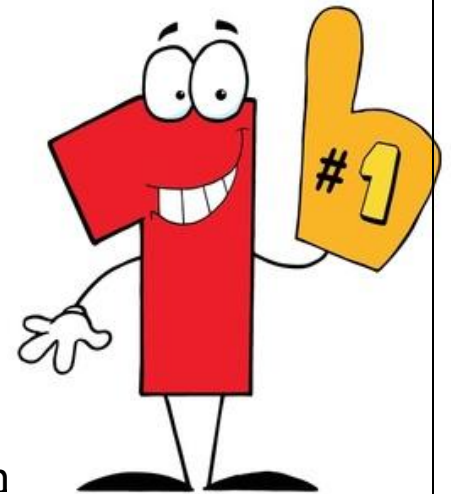
9:30 Grades 5

10:00 Grades 3 / Henderson

2:10 Grades 4 / Geary & Sandgren

2:40 Grades 2

Where: Cafeteria



Why: Ms. Jones, Mrs. Rahal and the teach
congratulate your child for all his/her hard work this year!

Please note: Children are asked to stay in school the full day so if you plan on attending the awards assembly, please allow your child to follow his/her regular dismissal procedure (and not leave early). This is to ensure the smoothest transition for all students.

Citrus Elementary School

"A School of Community Citizenship"

African American Achievement Plan (Quarter #3 Evidence)

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

INTERVIEW SUMMARY SHEET

INSTRUCTIONS: This form is to be completed by the interviewer(s) and submitted to Personnel for retention in the official applicant file after the interviews are complete. The absence of this form may delay the appointment process. **ALL RECOMMENDATIONS MUST BE ACCOMPANIED BY A COPY OF THIS FORM.**

Position Interviewed:

SARA BELL # 7572

NAME(S) OF APPLICANTS:

SARA BELL
Abby Farnsworth
Barry Cora

The candidate selected, Sara Bell, was rated higher than other applicants interviewed in the following areas (please check where appropriate).

☐ Qualifications ☐ Poise/Personality ☐ Prior Experience ☒ Availability

Other factors (explain):

Comments:

Torrie Jones
Interviewer's Signature

1.19.2023
Date

INTERVIEW EVALUATION SHEET

(Ranking sheets for each applicant interviewed shall be submitted to Personnel for retention in the official applicant file upon completion of the interviews)

POSITION: Teacher # 7572

Laurie Hoover
NAME OF INTERVIEWER

Sara Bell
PERSON INTERVIEWED

Please rank each applicant, using a scale of 1-5 (5 being the highest).

1. Practicing knowledge applicable to the position. [5]
2. Intellect applicable to the position. [5]
3. Ability to work with others [5]
4. Prepared to do the job. [5]

Rank 5 if you want this individual and think they are the best candidate for the position.

Rank 4 if you could work with the applicant.

Rank 3 if you feel the person is qualified to do the job, but not with you.

Rank 2 if the person is not ready but has potential.

Rank 1 if, in your opinion, this person is not qualified for this particular position.

INTERVIEW EVALUATION SHEET

(Ranking sheets for each applicant interviewed shall be submitted to Personnel for retention in the official applicant file upon completion of the interviews)

POSITION: Teacher # 7572

Kim Rahal
NAME OF INTERVIEWER

Sara Bell
PERSON INTERVIEWED

Please rank each applicant, using a scale of 1-5 (5 being the highest).

1. Practicing knowledge applicable to the position. [5]
2. Intellect applicable to the position. [5]
3. Ability to work with others [5]
4. Prepared to do the job. [5]

Rank 5 if you want this individual and think they are the best candidate for the position.

Rank 4 if you could work with the applicant.

Rank 3 if you feel the person is qualified to do the job, but not with you.

Rank 2 if the person is not ready but has potential.

Rank 1 if, in your opinion, this person is not qualified for this particular position.

INTERVIEW EVALUATION SHEET

(Ranking sheets for each applicant interviewed shall be submitted to Personnel for retention in the official applicant file upon completion of the interviews)

POSITION: # 7572

Tosha Jones
NAME OF INTERVIEWER

Sara Bell
PERSON INTERVIEWED

Please rank each applicant, using a scale of 1-5 (5 being the highest).

1. Practicing knowledge applicable to the position. [5]
2. Intellect applicable to the position. [5]
3. Ability to work with others [5]
4. Prepared to do the job. [4]

Rank 5 if you want this individual and think they are the best candidate for the position.

Rank 4 if you could work with the applicant.

Rank 3 if you feel the person is qualified to do the job, but not with you.

Rank 2 if the person is not ready but has potential.

Rank 1 if, in your opinion, this person is not qualified for this particular position.