



African American Achievement Plan 2022-2023 Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 4

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 June 5, 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 the next steps based upon work accomplished?)

The area of progress this year is the increase of ESSA subgroup Black students, with the preliminary data that was obtained from FAST/PM3 (Progress Monitoring 3) Florida Assessment of Student Thinking this subgroup of students have performed at 49% proficiency showing an increase of 10 percentage points from 39%. The other ESSA subgroup, ESE, did not show an increase and remained at 32% proficiency.

Next step will be to focus in on our ESE subgroups with scheduling, supports and extended learning opportunities.



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 4

Date of Summary: June 5, 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	1
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	5/01/2023
Summary of Observation(s):	Students working in the 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)						5/10,5/11,5/12 5/22,5/23,5/24						
African American Students Receiving Interventions for Substantial Reading Deficiencies												
Kindergarten			First			Second			Third			
<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	
3	3	100%	1	1	100%	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 (%)



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

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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> :	3/27, 4/10,4/17,4/24,5/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	<p>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.</p> <p>PBIS implementation and Life Skills lessons need to be increased in 4th grade. Continue to monitor use of these interventions in 3rd and 5th grades.</p> <p>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.</p>
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	3/27, 4/10,4/17,4/24,5/22
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 taken 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>(i.e., August 1, 2022)</i>	5/17	
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:		Monthly
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 (%)
53	136	39%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		<ul style="list-style-type: none"> *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. *PBI App *Flyers displayed around campus
(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:	1
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
33	66
(OPTIONAL) Additional information:	

Citrus Elementary School

“A School of Community Citizenship”

African American Achievement Plan (Quarter #4 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.

Amplify 3rd Grade

QUARTER 4	17 April	Lessons 10-13	T234-255	Henry Hudson
			T256-279	Samuel de Champlain
			T280-295	The Fur Trade and Explorers Review
			T296-307	A History of People in North
			T308-319	Pausing Point 2
	24 April	Lessons 14 Unit 10 Colonial America Lessons 1-4	T320-332	Pausing Point 3
			T10-33	Introducing to Living in Colonial America
			T34-51	“The First English Colony”
			T52-79	The Founding of Jamestown
			T80-107	“Jamestown and the Powhatan”
	1-May	Lessons 5-9	T108-137	“Plantation Life”
			T138-163	“The Founding of Mayland and Georgia”
			T164-185	“The Pilgrims, Part 1: Arrival
			T186-207	“The Pilgrims, Part 2: Thanksgiving”
			T208-229	Pilgrims and Puritans
	8 May	Lessons 10-13	T230-237	Pausing Point 1
		T238-257	“The Middle Colonies”	
		T258-285	The Quakers	
		T286-311	Colonial Life	
		T312-333	Life on the Farm	

Citrus Elementary School

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African American Achievement Plan (Quarter #4 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

Intensive Reading Audit: K-5

School: CES | Grade: 0 | Teacher: All | Race/Eth: B

16	3	3	3	(Blank)	(Blank)
Ct of K-5 Students	Total Ct Scheduled	Ct Need Fun Read	Ct Need Fun Read & Scheduled	Ct Need Fun Read but NOT Scheduled	Ct Scheduled & may NOT need

Need Fun Read but Not Scheduled

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

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

Name	Course Title
[Redacted]	

1ST GRADE

Intensive Reading Audit: K-5

School: CES | Grade: 1 | Teacher: All | Race/Eth: B

25	6	1	1	(Blank)	5
Ct of K-5 Students	Total Ct Scheduled	Ct Need Fun Read	Ct Need Fun Read & Scheduled	Ct Need Fun Read but NOT Scheduled	Ct Scheduled & may NOT need

Need Fun Read but Not Scheduled

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

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

Name	Course Title
[Redacted]	

2ND GRADE



Intensive Reading Audit: K-5

School
CES

Grade
2

Teacher
All

Race/Eth
B

ESE
All

ED
All

ELL
All

25/35 ELA
All

22 FSA Bucket
All

18

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

Full Schedule

Name	Course Title

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.

3RD GRADE



Intensive Reading Audit: K-5

School
CES

Grade
3

Teacher
All

Race/Eth
B

ESE
All

ED
All

ELL
All

25/35 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

Full Schedule

Name	Course Title

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.

4th GRADE



Intensive Reading Audit: K-5

School: CES Grade: 4 Teacher: All

Race/Eth: B
ESE: All
ED: All
ELL: All
25/35 ELA: All
22 FSA Bucket: All

27 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
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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
[Redacted]															

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

5th GRADE



Intensive Reading Audit: K-5

School: CES Grade: 5 Teacher: All

Race/Eth: B
ESE: All
ED: All
ELL: All
25/35 ELA: All
22 FSA Bucket: All

23 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
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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
[Redacted]															

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

Name	Course Title
[Redacted]	

Citrus Elementary School

“A School of Community Citizenship”

African American Achievement Plan (Quarter #4 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.

April 17, 2023	Student	ID	Grade	Teacher
9:30				Seijo
10:00				Seijo
10:30				Bailey
11:00				Demmy
11:30				Addis
12:00				Jones
12:30				

April 17, 2023	ID	Grade	Teacher	Reason / Notes
			Seijo	Mom attended. Sindy translated. LY student Mom does not want retention and PMP was explained.
			Seijo	Mom attended. Refusal of possible retention. Team explained PMP process. Mom requested speech observation
			Bailey	Consider IDEA in Fall. Miller will complete observation Return in Fall
			Demmy	Continue to monitor and will have interventions in the Fall
			Addis	Meet in Fall IDEA? Guardian shared [redacted] was held back and placed in grade by Aunt. 504 will be scheduled May 23
			Jones	Recommending retention. Mom will discuss with dad. Came from DTE mid year.

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.

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



Grad **SSS** Billing

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

The screenshot shows the MTSS interface. At the top, there are navigation tabs: MTSS (circled in blue), Threat Assessment, ESE, Section 504, Medical, ELL/ESOL, and Behavior Intervention. Below the tabs is a 'Create New Event' form with fields for 'Scheduled Date' (8/16/2021) and 'Event' (Circle Of Care). A dropdown menu for 'Event' is open, showing options: 'Steps', '* Circle Of Care', 'Circle Of Care Supplemental Forms', and 'Meeting Minutes'. An 'Initiate Event' button is visible. Below the form, there are counts for 'Active Events(2)', 'Locked Events(0)', and 'Inactive Events(0)'. There are also 'Export' and 'Filter: ON' buttons. A table of events is shown below:

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

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

The screenshot shows a sidebar menu for 'Tier 3 Intervention Checklist'. The menu items are: 'Parent Notification Of Screening' (highlighted in blue), 'IR: Vision/Hearing Screening', 'Referral Supplements', 'Meeting Minutes', and '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 #4 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 <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	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	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
	success criterion (ex. Rubric,			

	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. DeTufo 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 #4 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

May, 2023



* EVENT, Announcement, ...



Month

Week

Setup

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Apr. 30	1 E Week-Specials Buzz Fest-4th Grade	2 E Week-Specials Kindergarten Roundup	3 E Week-Specials 4th Grade Reading State Assessment	4 E Week-Specials 5th Grade Reading State Testing	5 E Week-Specials	6
7	8 F-WEEK FOR SPECIALS Staff Appreciation Week	9 F-WEEK FOR SPECIALS Staff Appreciation Week 5th Grade Math State Testing	10 F-WEEK FOR SPECIALS Staff Appreciation Week 4th Grade Math State Testing 2 more	11 F-WEEK FOR SPECIALS Staff Appreciation Week 5th Grade Science Assessment 1 more	12 F-WEEK FOR SPECIALS Staff Appreciation Week	13
14	15 2ND Grade to Vero Bowl A-WEEK FOR SPECIALS Instructional Coaches Convention	16 A-WEEK FOR SPECIALS Instructional Coaches Convention SDIRC Community Career Fair for VBHS, SRHS, IRCHS, & TCTC 1 more	17 A-WEEK FOR SPECIALS Instructional Coaches Convention Citrus Elementary Family and Community Engagement Series	18 A-WEEK FOR SPECIALS Instructional Coaches Convention \$1 PTA TYE DYE DAY	19 A-WEEK FOR SPECIALS Instructional Coaches Convention	20
21	22 \$1-Casual for a Cause Dress Down Day B-WEEK FOR SPECIALS SAC MEETING	23 B-WEEK FOR SPECIALS	24 B-WEEK FOR SPECIALS	25 B-WEEK FOR SPECIALS Kindergarten Graduation-Cafeteria	26 B-WEEK FOR SPECIALS FAST FEST CELEBRATION	27
28	29 C-WEEK FOR SPECIALS NO SCHOOL-MEMORIAL DAY	30 C-WEEK FOR SPECIALS AWARDS CEREMONY-SELECT STUDENTS	31 C-WEEK FOR SPECIALS ALOHA DAY-LAST DAY OF SCHOOL	Jun. 1	Jun. 2	Jun. 3

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.

May 7, 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. Last week: 5th grade had the highest attendance rate of 92%, but we had not grade level to meet our goal so families we need your help to encourage all healthy student to attend school each day Remember, if your Stinger is absent, please call the attendance line at 772-978-8436 or send in a note.
2.  Teacher and Staff Appreciation Week begins tomorrow, please take this opportunity to show your Citrus Staff some extra LOVE!
3.  Tuesday May 9nd students in grade 3, 4, and 5 will take the state FAST Math Test and Wednesday May 10th and Thursday May 11th 5th grade students will take their Science State Assessment. Please remember to get a good night rest, a great breakfast and please get to school on time. It is time to show what you know and how much you will grow!
4.  Do you want to participate in a quick fun afterschool activity? The PTA will have a Playground meet up on Tuesday May 9th at 3:45, all families and students are welcome to attend. This is a free event for the entire family.
5.  Students drop off time is 8:20 am, there is no adult supervision before this time; students should remain in vehicles until 8:20 when the gate is open; breakfast is closed at 8:45 each morning,
6.  To stay connected please consider joining our Facebook pages, Citrus Stingers or Citrus Elementary School for daily announcements, upcoming events, and general information.

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

Mayo 7, 2023

Buenas noches, Citrus Familias:

Esta es su directora, Sra. Jones con los anuncios y eventos para esta semana:

1.  **P**Arrendamiento recuerde que continuaremos monitoreando la asistencia cada semana. Nuestro objetivo escolar es mantener al menos una tasa de asistencia del 95%. La semana pasada: 5to grado tuvo la tasa de asistencia más alta de 92%, pero no teníamos nivel de grado para cumplir con nuestra meta, por lo que las familias necesitamos su ayuda para alentar a todos los estudiantes sanos a asistir a la escuela todos los días. Recuerde, si su Stinger está ausente, llame a la línea de asistencia al 772-978-8436 o envíe una nota.
2.  La Semana de Apreciación del Personal y de cada uno comienza mañana, ¡aproveche esta oportunidad para mostrarle a su personal de Citrus un poco de AMOR extra!
3.  El jueves 9 de mayo, los estudiantes de 3º grado y 4 tomarán el examen estatal FAST Math y el miércoles 10 de mayo y el jueves 11 de mayo los estudiantes de 5º grado tomarán su Evaluación Estatal de Ciencias. Por favor, recuerde obtener un descanso nocturno de bienes, un gran desayuno y por favor llegar a la escuela a tiempo. ¡Es hora de mostrar lo que sabes y cuánto crecerás!
4.  ¿Quieres participar en una actividad rápida y divertida después de la escuela? La PTA tendrá una reunión en el patio de recreo el martes 9 de mayo a las 3:45, todas las familias y estudiantes son bienvenidos a asistir. Este es un evento gratuito para toda la familia.
5.  **La hora de entrega de los estudiantes es a las 8:20am**, no hay supervisión de un adulto antes de esta hora; los estudiantes deben permanecer en los vehículos hasta las 8:20 cuando la puerta está abierta; el desayuno está cerrado a las 8:45 cada mañana,
6.  **Paramantenerse conectado**, considere unirse 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**

5 mas, 2023

Bon aswè, Fanmi Citrus:

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

-  **1.** Plezi sonje nou pral kontinye kontwole prezans chak semèn. Objektif lekòl nou an se kenbe omwen yon pousantaj prezans 95% . Semèn pase a 4yèm ane te gen pousantaj prezans ki pi wo nan 94% nou pa te gen nivo klas satisfè objektif nou pou fanmi nou bezwen èd ou pou ankouraje tout elèv ki an sante pou ale lekòl chak jou sonje, si Stinger ou absan, tanpri rele liy prezans nan 772-978-8436 oswa voye nan yon nòt.
-  **2.** Tli iReady dyagnostik kontinye demen; Sipèntandan Dr Moore te etabli yon defi iReady ak lekòl elemantè a ak pi bon rezilta a pral gen yon Festival Sipèntandan an Festival! Se konsa, kite a pare yo pran plon an nan defi a iReady!
-  **3.** Please rantre nan nou demen pou pwodiksyon teyat Lekòl Elemantè Citrus nan Frizè, montre a kòmans nan 6pm nan Riverside Teyat; tikè yo se \$ 10 pou chak moun.
-  **4.** Tli menm Syans Distri a ap fèt samdi 8-12 nan VBHS; sa a se pou patisipan yo chwazi sèlman!
-  **5.** **Mwentan** pou ou pou nou bay fidbak lekòl nou an ki gen valè. Sa ap ede distri nou an ak lekòl nou an pou asire lekòl nou an kontinye pi byen pa timoun yo. Li se yon lyen sondaj klima ki disponib pou tout paran nan lang angle oswa panyòl. Abitye resevwa yon tèks ak lyen an. Si ou pa t resevwa yon tèks, ou ka jwenn lyen sondaj sou sit entènèt lekòl nou an oswa sit entènèt distri a. Nou gade pou pi devan pou resevwa opinite ou. Sondaj la ap fèmen sou 3/17 /2023.
-  **6.** Tidents desann tan se 8:20 am, pa gen okenn sipèvizyon granmoaj anvan tan sa a. Nou te remake yon ogmantasyon nan elèv yo ke yo te depoze anvan tan sa a e ke se yon pwoblèm sekirite; elèv yo dwe rete nan machin jiska 8:20 lè baryè a louvri; manje maten fèmen nan 8:45 chak maten.
-  **7.** 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 _____

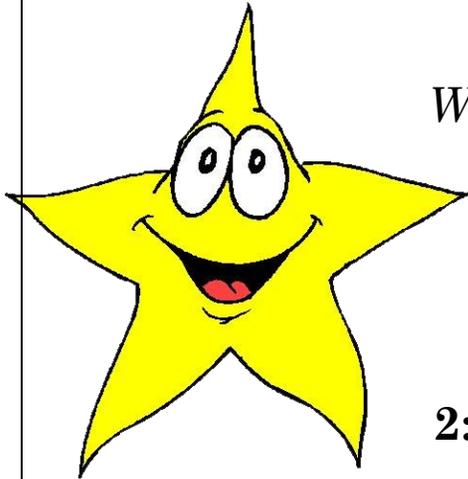
I will need bus transportation _____

*(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 4th Nine Weeks Awards Assembly

When: Tuesday, May 30, 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 teachers want to 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 #4 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: Kinder #7835

NAME(S) OF APPLICANTS:


The candidate selected, , 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:

Tasha Jones
Interviewer's Signature

5/23/2023
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: Kindergarten # 7835
Tosha Jones [REDACTED]
NAME OF INTERVIEWER PERSON INTERVIEWED

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

- 1. Practicing knowledge applicable to the position. [4]
- 2. Intellect applicable to the position. [4]
- 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: Kindergarten # 7835
Tosha Jones [REDACTED]
NAME OF INTERVIEWER 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 [4]
- 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: Kindergarten # 7835
Tosha Jones [REDACTED]
NAME OF INTERVIEWER 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: Kindergarten ^{Ctrns}

Melissa Caudill
NAME OF INTERVIEWER

[REDACTED]
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: Kindergarten ^{Ctrns}

Melissa Caudill
NAME OF INTERVIEWER

[REDACTED]
PERSON INTERVIEWED

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

- 1. Practicing knowledge applicable to the position. [4]
- 2. Intellect applicable to the position. [4]
- 3. Ability to work with others [4]
- 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.

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: Kindergarten ^{Ctrns}

Melissa Caudill
NAME OF INTERVIEWER

[REDACTED]
PERSON INTERVIEWED

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

- 1. Practicing knowledge applicable to the position. [4]
- 2. Intellect applicable to the position. [4]
- 3. Ability to work with others [4]
- 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.

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: Deborah Kender

Rahal [REDACTED]
NAME OF INTERVIEWER PERSON INTERVIEWED

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

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

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: Kender

Rahal [REDACTED]
NAME OF INTERVIEWER PERSON INTERVIEWED

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

- 1. Practicing knowledge applicable to the position. [4]
- 2. Intellect applicable to the position. [4]
- 3. Ability to work with others [4]
- 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.

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: Kender

Rahal [REDACTED]
NAME OF INTERVIEWER PERSON INTERVIEWED

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

- 1. Practicing knowledge applicable to the position. [4]
- 2. Intellect applicable to the position. [4]
- 3. Ability to work with others [4]
- 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.

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