

School District of Indian River County

Citrus Elementary School



2019-20 School Improvement Plan

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Citrus Elementary School

2771 CITRUS PL, Vero Beach, FL 32968

www.indianriverschools.org

Demographics

Principal: Kim Garcia

Start Date for this Principal: 7/25/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: C 2016-17: C 2015-16: C 2014-15: D 2013-14: C
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Indian River County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The mission of Citrus Elementary: We are guiding today's children to BEEcome tomorrow's leaders.

Provide the school's vision statement

To educate and engage all learners for college or career readiness and to empower them to be proficient, independent, critical thinkers.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Garcia, Kimberly	Principal	
Rahal, Kimberly	Assistant Principal	
mejia, kelli	Instructional Coach	Literacy
antosh, jp	Instructional Coach	math
Hoover, Laurie	Administrative Support	ESE
Carlsen, Tiffany	Instructional Coach	
Keeler, Jen	Instructional Coach	
Stull, Thomas	Other	Behavior Intervention Specialist

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	112	116	127	114	120	118	0	0	0	0	0	0	0	707
Attendance below 90 percent	3	19	16	9	12	9	0	0	0	0	0	0	0	68
One or more suspensions	0	1	1	3	3	1	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	16	24	25	0	0	0	0	0	0	0	65

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	0	4	6	4	0	0	0	0	0	0	0	15

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	3	2	2	12	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

59

Date this data was collected or last updated

Thursday 7/25/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	6	33	23	20	19	28	0	0	0	0	0	0	0	129
One or more suspensions	2	1	0	4	1	4	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	5	0	18	0	1	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	26	28	26	0	0	0	0	0	0	0	80

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	3	20	17	42	22	7	0	0	0	0	0	0	0	111

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	58%	57%	48%	57%	56%
ELA Learning Gains	60%	57%	58%	52%	55%	55%
ELA Lowest 25th Percentile	62%	54%	53%	51%	49%	48%
Math Achievement	58%	63%	63%	52%	63%	62%
Math Learning Gains	64%	60%	62%	56%	61%	59%
Math Lowest 25th Percentile	59%	48%	51%	40%	52%	47%
Science Achievement	49%	54%	53%	37%	55%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	112 (0)	116 (0)	127 (0)	114 (0)	120 (0)	118 (0)	707 (0)
Attendance below 90 percent	3 (0)	19 (0)	16 (0)	9 (0)	12 (0)	9 (0)	68 (0)
One or more suspensions	0 (0)	1 (0)	1 (0)	3 (0)	3 (0)	1 (0)	9 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)	1 (0)	3 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	16 (0)	24 (0)	25 (0)	65 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	45%	60%	-15%	58%	-13%
	2018	50%	56%	-6%	57%	-7%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	63%	61%	2%	58%	5%
	2018	43%	56%	-13%	56%	-13%
Same Grade Comparison		20%				
Cohort Comparison		13%				
05	2019	47%	54%	-7%	56%	-9%
	2018	50%	52%	-2%	55%	-5%
Same Grade Comparison		-3%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	64%	-8%	62%	-6%
	2018	52%	60%	-8%	62%	-10%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	58%	64%	-6%	64%	-6%
	2018	53%	63%	-10%	62%	-9%
Same Grade Comparison		5%				
Cohort Comparison		6%				
05	2019	55%	57%	-2%	60%	-5%
	2018	48%	58%	-10%	61%	-13%
Same Grade Comparison		7%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	50%	53%	-3%	53%	-3%
	2018	38%	54%	-16%	55%	-17%
Same Grade Comparison		12%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	44	52	27	51	54	33				
ELL	39	58	61	49	66	64	17				
BLK	36	53	59	42	63	50	28				
HSP	45	56	55	61	67	67	33				
MUL	47	70		29							
WHT	62	65	71	64	61	62	64				
FRL	47	57	59	55	66	61	47				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	37	37	32	51	41	4				
ELL	22	42		49	58	40					
BLK	26	45	47	30	48	41	15				
HSP	39	47	57	46	54	36	33				
MUL	41	46		47	38						
WHT	58	57	52	62	62	41	45				
FRL	44	49	46	48	54	38	34				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	456
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends

Students with disabilities showed a low proficiency rate both in ELA and in Math (21 and 27% respectively). While the proficiency was not high, our learning gains increased from 37% to 52% in ELA and 41% to 54% in math. Our goal this year will be to increase proficiency levels, and have it at 60% for math, ELA and Science for all students in Grades 3-5.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Third grade proficiency showed the greatest decline in ELA with 5 % decrease. The students who came into the grade began the year at 8% proficiency, according to our i-Ready data.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

The only area that we are below the state average is in science achievement where our numbers are at 49%, while the state is 53%. The factor that contributes most to this is the lack of strong Tier One Instruction. While we increased from 37%-49%, adding designated science times in the schedule, full days of science experiments, once a month, we needed to strengthen our Core curriculum. This year, we have added a specials rotation of science to help us increase our proficiency rate. The science coach, will also be working with 5th grade students who are proficient in ELA during a 9:00-9:30 block daily, and small groups of students (10 max) from 9:30-10:00 3 days a week.

Which data component showed the most improvement? What new actions did your school take in this area?

The bottom quartile in ELA and Math proficiency showed the most improvement from 2018-2019:

ELA improved from 51% to 62%

Math improved from 40% to 59%

Our data meetings for Unit Assessments, and Tier 2 chats, focused largely on our bottom quartile and what steps we were taking to help these students make gains, and hopefully become proficient.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Currently, we are working with our district social worker and behavior specialist to help with those students who have chronic attendance issues.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Student Achievement
2. Climate and Culture (which includes social emotional learning)
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Instructional Practices
Rationale	Using data to drive instruction, the core instruction program is aligned to FL standards through weekly grade level meetings, PD, monthly data meetings, and quarterly collaborative planning. Pacing guides are utilized to align standards based instruction and incorporate formative assessments for flexible grouping, reteaching and fidelity of instruction.
State the measureable outcome the school plans to achieve	It is our goal to reach 60% proficiency in ELA, Math and Science for the 2019-2020 school year.
Person responsible for monitoring outcome	Kimberly Garcia (kimberly.garcia@indianriverschools.org)
Evidence-based Strategy	Citrus Elementary Tier 1 and Tier 2 instruction includes differentiation using the core curriculum mandated by the district. In Tier 2, ancillary research based materials are also utilized (Ex. Sonday, I-Ready toolkit, LLI)
Rationale for Evidence-based Strategy	Small group direct explicit instruction model is utilized with research based curriculum as needed in Tier 2 (ex. Sonday, LLI, Words Their Way, etc.). Students' needs are met based on information received from unit assessments, i-Ready diagnostics, and FSA in the intermediate grades.
Action Step	
Description	<ol style="list-style-type: none"> 1. Data meeting after each unit test or diagnostic to drive instruction 2. Professional development as needed based on scores 3. Coaching cycle with teachers, using academic coaches in math, science and ELA 4. Weekly standards planning with academic coaches 5. Quarterly 4 hour collaborative planning with the teachers and coaches to bridge the gap and try to help each student find success, with success not being defined the same for each child. 6. Students receive conferences and are held accountable for academic growth and achievement throughout the year. 7. Tier 2 instruction for all students grades 2-5 to remediate, practice or enrich. 8. After school Moonshot Academy for Grades 2-3, and after-school Boot Camp for Grades K-5.
Person Responsible	Kimberly Garcia (kimberly.garcia@indianriverschools.org)

#2	
Title	Culture and Climate
Rationale	We believe that if students and staff, feel safe and connected to school, attendance will increase and achievement will increase as well.
State the measurable outcome the school plans to achieve	The school will celebrate many efforts of the children and staff throughout the year with awards (some are weekly, monthly, quarterly), school wide celebrations, PBS Store, Awesome Gram Calls home (to name a few) and for the staff reverse bee bucks, whoop whoop wagon, Thanks for Being You Awards, attendance awards (to name a few). If students are being rewarded and are happy, they will come to school. Our goal is at least 95% attendance to measure this is occurring.
Person responsible for monitoring outcome	Kimberly Rahal (kimberly.rahala@indianriverschools.org)
Evidence-based Strategy	Positive Behavior Intervention System is used school wide and we have monthly meetings to discuss the data related to decrease in referrals, attendance, positive rewards, and consequences that the whole school buys into.
Rationale for Evidence-based Strategy	This research based program has shown a decrease in our number of referrals over the past two years, and this past year we have become eligible to be a silver level PBIS Model school.
Action Step	
Description	<ol style="list-style-type: none"> 1. Weekly newsletter for staff with shout outs and positive quotes 2. Weekly calls home to parents for Bee Awesome Grams 3. Bee bucks given to staff and students to be used at a student PBS store (or for other rewards like Principal for the Day) and for the staff raffle. 4. Positive Reinforcement for students (Lunch in the Courtyard, celebrations for efforts in school, etc). 5. PD for staff on Emotional Well-being and Trauma Informed Care to help students be their best, as many are coming in to school with adverse childhood experiences.
Person Responsible	Kimberly Garcia (kimberly.garcia@indianriverschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Not applicable

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Citrus Elementary School will implement the below activities that will build the capacity for strong parental involvement. These activities will support a partnership among the school, parents and community to improve student academic success. Our target is to achieve 100% participation from 700+ students and their families.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The social and emotional needs of all students are being met through daily contact with caring, respectful school staff. Students who present with individual or small group concerns are typically seen by the Behavior Intervention Specialist or school psychologist. These students may receive individual or group counseling, social skills instruction, or referrals to outside agencies or other means of support (i.e. clothing, food, housing). Big Brothers Big Sisters and school volunteers (Rotary Club) provide mentoring to targeted students. Our staff also provides mentoring for over 40 of our students.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Currently at Citrus Elementary, we invite our Head Start children and parents to an annual Orientation prior to the opening day of school. Parents and children visit the Kindergarten classrooms and take a tour. We have two head start classrooms housed on-campus. These programs feed directly into the district at large. Pre- kindergarten students housed at Citrus Elementary are included in on-campus activities that support the community and help build our relationship with the Headstart Program. All Head Start students and parents are always invited to attend any/all Title 1 Family Nights during the year.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The data management system used to summarize the tiered data is Performance Matters (PM2), Progress Monitoring and Reporting (PMRN) for STAR in K and School Wide Information System (FOCUS). In addition, data monitoring tools are utilized to show progress for each student receiving Tier 2 or Tier 3 intervention in Reading and Math. These data

management systems show patterns, trends, strengths and weaknesses. The data can be generated from i-Ready, and viewed by school, class and individual student criteria. Teachers are supported by the efforts of the Reading and Math coach, as well as Title 1 Resource staff. Additional research based strategies and/or materials are recommended, monitored and revisited typically within 6 weeks of a Tier 2 or Tier 3 intervention implementation to determine effectiveness.

Title I, Part A

Citrus Elementary School coordinates and integrates all federal, state, and local programs that impact the school:

- Implements research-based resources funded by local and federal funds
- The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title I, Title II, Title III, and Migrant programs and Title X.
- School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities
- Input from the Pre K programs is obtained by the school and district and is included in the transition plan
- Parent surveys are conducted annually and developed with input from parents who represent Title I Part A, Title I Part C Migrant, and English Language Learner programs
- Partnerships are established outside agencies (i.e. with FDLRS, Education Foundation, Learning Alliance, Big Brothers Big Sisters, Youth Guidance, Rotary)
- Coordination and scheduling of instructional programs (i.e. MTSS)
- Implementation of parent information/training programs
- Brochures and referrals for parent and student support services

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Title I allocations provide additional funding for intervention teachers, resource teachers, ESOL resource teacher, and Math coach who serve as resources to classroom teachers in implementing strategies that support students in meeting grade level expectations in reading, math and writing. Students can be provided extended learning opportunities to attend before/after school instruction and summer school for additional remediation and enrichment. Title I funds are also utilized to purchase supplemental curriculum, materials, and instructional software. The Comprehensive Needs Assessment considers student academic needs as well as staff development data that address the priorities established for Title III, Migrant and Title I programs. The school collaborates efforts to coordinate parental involvement activities across programs. School-based staff works closely with all programs, including Title I Part C, to eliminate duplication or fragmentation of services & enhance delivery of services. If applicable, the district’s migrant parent specialist and the migrant Advocate provide support to migrant students and their families.

Part V: Budget

1	III.A	Areas of Focus: Instructional Practices				\$72,673.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	5100	100-Salaries	0141 - Citrus Elementary School	Title, I Part A		\$22,500.00
			<i>Notes: Students in Grades K-5, based on teacher recommendation, using data, have the opportunity to come to after-school camp from 3:30-4:30 on Tuesdays and Thursdays, starting in January</i>			
	5100	510-Supplies	0141 - Citrus Elementary School	Title, I Part A		\$30,173.00
			<i>Notes: Materials that are needed throughout the day in support of all subjects for our students that is above the required curriculum that we use (ex. i-Ready phonics books, Support Coach Comprehension)</i>			
	7800	790-Miscellaneous Expenses	0141 - Citrus Elementary School	Title, I Part A		\$10,000.00
			<i>Notes: Buses needed to transport students home after the extended learning opportunities</i>			
	5100	750-Other Personal Services	0141 - Citrus Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: Substitutes for all classroom teachers for collaborative planning, using data to drive instruction</i>			
	6400	750-Other Personal Services	0141 - Citrus Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: Substitutes for all classroom teachers needed for professional development</i>			
2	III.A	Areas of Focus: Culture and Climate				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0141 - Citrus Elementary School	Title, I Part A		\$1,500.00
			<i>Notes: Each child receives a book at the holidays, to increase literacy and parental involvement in the literacy movement.</i>			
	9800		0141 - Citrus Elementary School	Other		\$1,500.00
			<i>Notes: Internal-Principal Discretionary Funds: Rewards for both students and staff</i>			
	9800		0141 - Citrus Elementary School	Other		\$1,000.00
			<i>Notes: Internal-Principal Discretionary Funds: Staff benefit and recognition (ex. staff breakfasts, etc)</i>			
	9800		0141 - Citrus Elementary School	Other		\$3,000.00
			<i>Notes: Internal Accounts: Rewards for students, using PBS Bee Bucks (ex. PBS Store, Ices at lunch in the courtyard, etc.)</i>			
					Total:	\$79,673.00